REPORT RESUMES

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WICHITA PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN. ESEA TITLE I EVALUATION REPORT, 1966-67.

WICHITA UNIFIED SCHOOL DISTRICT 259, KANS.

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COMPENSATORY EDUCATION ACTIVITIES AND SCHOOL SERVICES IN WICHITA, KANSAS, ARE DESCRIBED IN THIS REPORT. SPECIFICALLY DISCUSSED ARE THE OBJECTIVES, PROCEDURES, EVALUATION STRATEGIES, AND RESULTS OF EACH ACTIVITY OR SERVICE. THE MOST PREVALENT TYPE OF PROGRAM WAS CORRECTIVE READING. OTHER ACTIVITIES INCLUDED CULTURAL ENRICHMENT, SUMMER PRESCHOOL AND POSTKINDERGARTEN PROGRAMS, SUPPORTIVE SERVICES, PROGRAMS FOR NEGLECTED AND DELINQUENT INSTITUTIONALIZED CHILDREN, AND ART, MUSIC, HOMEMAKING, INDUSTRIAL ARTS, AND PHYSICAL FITNESS CLASSES. INSERVICE AND PRESERVICE TRAINING PROGRAMS WERE PROVIDED FOR SCHOOL PERSONNEL, AND ADDITIONAL STAFF WERE HIRED. A DESCRIPTION OF THE OVERALL PROGRAM AND GENERAL STATISTICAL INFORMATION IS PROVIDED. ACCORDING TO STANDARDIZED OBJECTIVE MEASUREMENT AND SUBJECTIVE OBSERVATION, SOME PROGRESS HAS BEEN MADE TOWARD THE ATTAINMENT OF PROGRAM OBJECTIVES. NONSTANDARDIZED GATHERING INSTRUMENTS, A DESCRIPTION OF THE PRIMARY GRADE MUSICAL DISCRIMINATION TEST, AND CASE HISTORIES OF SELECTED CORRECTIVE READING STUDENTS ARE APPENDED. (LB)

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EVALUATION REPORT

Wichita Program For Educationally Deprived Children

ESEA TITLE I

Unified School District 259
Wichita, Kansas
September, 1967

UD 006 033

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ESEA TITLE I EVALUATION REPORT

WICHITA PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

1966 - 67

Project Numbers: 67022, 67270, 27271

Submitted to the
Kansas State Department of Public Instruction

By
Board of Education, Unified School District 259
428 South Broadway, Wichita, Kansas 67202

September 15, 1967

UD 006 033

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Wichita, Kansas

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INTRODUCTION

It is recognized that many children residing in economically impoverished areas enter school with serious deficiencies in environmental experiences necessary for success in school. Verbal development, concept levels, attitudes toward self and others, and physical health are often less than desirable. Because of such deficiencies, learning takes place at slower rates, producing low achievement levels. Low achievement is often accompanied by frustration, negative attitudes, and behavorial problems on the part of children.

In recognition of the relationship between low educational achievement and economic impoverishment, the Title I project in Wichita was designed to focus on the needs of educationally deprived children in attendance areas with high concentrations of low income families. While the most critical needs of children varied from family to family and school to school, the most pressing needs appeared to be related to the ability to read, comprehend, and communicate language. Therefore, the project was designed to focus on the needs of educationally deprived children in the area of reading.

CHARACTERISTICS OF CHILDREN IN LOW INCOME AREAS

It was recognized that many children attending school in low income areas possessed characteristics which lessened their chances of success in school. Some of the identified characteristics were as follows:

A. Achievement

  1. Poor performance on standardized tests
  2. Classroom performance significantly below grade level in reading

B. Ability

  1. Poor performance on standardized tests of intellectual ability
  2. Low level in verbal functioning
  3. Low level in non-verbal functioning

C. Attitude

  1. Negative self-image
  2. Negative attitude toward school and education
  3. Low occupational and educational aspiration level
  4. Expectations of school failure

D. Behavior

  1. High absentee rate
  2. High dropout rate
  3. Low attention span

E. Other Areas Interfering with the Learning Process

  1. Poor health, including dental
  2. Malnutrition
  3. Emotional and social instability
  4. Lack of clothing

PROJECT OBJECTIVES

The following objectives were chosen after studying the characteristics and educational needs of children in low income geographical areas:

1. To improve performance as measured by standardized achievement tests.
2. To improve classroom performance in reading beyond usual expectations.
3. To improve children's verbal functioning.
4. To improve children's non-verbal functioning.
5. To improve the children's self-image.
6. To change (in a positive direction) children's attitudes toward school and education.
7. To increase children's expectations of success in school.
8. To improve the children's average daily attendance.
9. To improve the holding power of the schools (to decrease the dropout rate).
10. To reduce the rate and severity of disciplinary problems.
11. To improve and increase the children's attention span.
12. To improve the physical health of the children.
13. To improve the nutritional health of the children.
14. To improve the children's emotional and social stability and/or that of their families.

ATTENDANCE AREAS

Wichita, Kansas, is a metropolitan community of approximately 280,000 people. Serving the community are 113 public schools including 91 elementary, 16 junior high, and six senior high schools. Approximately 70,000 school children (K-12) are served by the Wichita Public Schools. In addition, there are parochial and private schools which serve about 7,000 children.

Twenty-four public elementary schools (K-6), seven public junior high schools (7-9), and five public senior high schools (10-12) were located in low income areas and/or served educationally deprived children from low income families residing in the target areas. Also, a number of parochial schools served families in the low income areas. Approximately 13,600 public school children (K-12) and approximately 700 non-public school children (1-9) made up the approximately 14,300 children in the Title I project.

PROCEDURES USED IN STRIVING FOR OBJECTIVES

Many activities were included in the project in attempting to accomplish the objectives. As was the case during the first semester of the project (Spring 1966), reading constituted the major thrust of the project. Corrective reading teachers met with individuals and small groups in providing instruction geared to the type and severity of reading problem. Reading instruction was provided to pupils at all three levels - elementary, junior high, and senior high.

Additional art and physical education teachers assisted classroom teachers at the elementary level. A Mobile Music Laboratory with electronic piano keyboards was used for third grade instruction in a limited number of schools. Field trips to the Wichita Art Museum and other places, and attendance at Wichita Children's Theatre, provided cultural enrichment at the elementary level. Head Start experiences were provided for a select group of four-year olds, and post-kindergarten activities were provided during the summer for children needing additional experiences before enrolling in first grade. Many children were the recipients of summer school scholarships, and summer classes were provided at five institutions for neglected and delinquent children.

In addition to reading classes at the secondary level, home economics classes in foods and clothing and industrial arts classes in woods and metals were provided to parents and children at the junior high school level. An industrial arts home improvement and repair program was completed during the summer at two junior high schools.

Service activities were important parts of the Title I project. Additional school nurse services were provided in attempting to meet health needs. Additional counseling services were provided to the twenty-four elementary schools. Additional librarians and aides were employed in the project. Food services provided included hot lunches at two elementary schools and milk and crackers furnished to all kindergarten children in the twenty-four elementary schools. In-service education activities included sessions on reading, a social studies materials workshop, a human relations seminar for administrators, and in-service training for attendance and classroom aides.

EVALUATION

In keeping with the original project design (Spring 1966), it was assumed that by supplementing the efforts of regular classroom teachers in developing skills, appreciations, health and practical arts, the pupils would make significant gains in school achievement. It was believed that success in attaining these skills would result in the acquisition of greater self-esteem, motivation and confidence. Basic questions which evaluation efforts attempted to answer included the following: Did the additional instruction and services have a beneficial effect on the reading ability, academic achievement, and overall performance of pupils? What was the influence of the project on the attitudes of children toward themselves and others? Did the behavior of children change in a positive direction? Was the physical and emotional health of children improved as a result of project efforts?

Both test and non-test sources of data were used in evaluating the activities. Test results were used in assessing progress in reading, music, and physical fitness. Other sources of data for the evaluation of these activities, and the other Title I activities, included records of various kinds, checklists, case histories, opinionnaires, and questionnaires. Some questionnaire items were constructed to secure information directly related to progress toward objectives. For the most part, responses to such items have been included in the reports of the project activities. Other questionnaire items were constructed to secure information pertaining to such things as problems encountered and suggestions for improvement. For the most part, the responses to such items have not been included in the reports of the project activities. All information gathered has been made available to project administrators for use in the modification of present activities and in the structuring of future programs. Copies of data gathering instruments (other than standardized tests) are presented in Appendix A of this report.

Evaluation was considered to be the process of discovering the extent to which objectives were reached. Objectives were chosen for each major activity of the project, and each activity was evaluated in terms of its objectives. In some cases, it was possible to assess both the direction and the extent of changes resulting from the experiences. In others, it was possible to observe direction of change only.

Activity evaluations are presented in following sections of the report. Included for each activity are the objectives, procedures, evaluation strategy, presentation of data, and comments about the results. Some Title I services were not formally evaluated during the year. They are described briefly in a section following the activity evaluations. General information about the overall project is presented following the discussion of activities which were not formally evaluated this year.

ART INSTRUCTION

Consultant and teaching services were made available in certain curriculum areas in the Title I project. Art was one of the curriculum areas selected. By providing special art teachers, art scholarships, and additional supplies for elementary schools in the target area, it was believed that the programs of art instruction would be enhanced.

OBJECTIVES

1. To provide a better balanced program of art activities with greater variety of art media in the classrooms.
2. To increase competence in art instruction of classroom teachers.
3. To increase children's ability to express themselves in art.

PROCEDURES

Three special art teachers were assigned to give instruction in art to the children in the twenty-four Title I elementary schools. The art teachers were in the buildings on a planned schedule. In this way they were available at scheduled times to help the classroom teachers plan and work toward a balanced art program. In-service education was available for teachers without their having to leave the classrooms. The teachers and children were given opportunities to use art materials not used previously and to learn additional uses for known media. Additional art supplies were furnished to teachers in the twenty-four elementary schools at a cost of 20¢ per pupil.

Art scholarships were presented to a total of 97 children in fifth and sixth grades. Twenty of these children attended art classes at Wichita

State University. Twenty-seven recipients of the scholarships attended classes at the Wichita Art Museum, and 50 attended classes at the Art Association Galleries. Nine of the children were parochial school pupils representing six parochial elementary schools. A wide variety of subject matters and several art media were utilized in the classes. Media expenses were provided for each pupil.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluation data included records and questionnaire responses. Records were kept throughout the year by the three art teachers serving the twenty-four elementary schools. A questionnaire was developed and submitted to the three teachers in May. Questionnaires were developed and submitted in May to the Title I elementary school principals, and to regular teachers, randomly selected, one from each grade level in each of the twenty-four Title I elementary schools. Certain questions in each of the questionnaires to principals and regular teachers pertained to the art instruction. Copies of the questionnaires are included in Appendix A of this report. Personnel at the three institutions where the art classes for scholarship holders were held were requested to submit evaluations of the pupils, attendance records, and lists of media and activities.

PRESENTATION OF DATA

The following tables present evaluation information from responses of art teachers, regular classroom teachers, and principals of Title I elementary schools. In most cases the comments by the respondents have been condensed into a few words per comment.

TABLE 1

RESPONSES OF THREE ART TEACHERS TO QUESTIONNAIRE FOR EVALUATION OF THE TITLE I ART INSTRUCTION PROGRAM

Response	Number of Teachers Giving Response *
1. Indications of Improvement in Children's Ability to Express Themselves -	
Children more relaxed in the use of materials	3
Children seem more secure	3
Noticeable improvement in the response and enjoyment on the part of some children	3
Greater sense of achievement for some	1
2. Indications of Changes in Pupils' Attitudes -	
Greater amount of enthusiasm toward art teachers and art class	3
More pride in finishing and sharing work	1
3. Ways Classroom Teachers Have Improved -	
Increased knowledge of media	3
Greater skill in materials preparation	2
Greater willingness to pursue more difficult and time consuming projects	2
Attempted projects not tried previously	1
More awareness of value of advanced preparations of materials	1
Better able to organize classroom	1

* Some teachers gave more than one comment.

TABLE 2

RESPONSES OF PRINCIPALS TO QUESTION PERTAINING TO VALUE OR IMPROVEMENT AS A RESULT OF TITLE I ART PROGRAM

N = 23

Value or Improvement as a Result of Title I Art	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Variety of art media used in classroom	15	7	1			
b. Different kinds of classroom art activities	13	8	1			1
c. Children's ability to express themselves in art	13	9	1			
d. Competence in art instruction of classroom teachers	12	11				
e. Additional art supplies provided	12	11				
f. Recipients of art scholarships	4	7	5	1	4	2
All responses combined %	50%	38%	6%	1%	3%	2%

TABLE 3

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING EXTENT OF EFFECT UPON CHILDREN OF TITLE I ART INSTRUCTION

N = 133

	Number of Teacher's Responses About Extent of Effect Upon Children									
Changes brought about by Title I	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable	No Response to Item	
a. Additional art teachers	68	34	15	5				5	6	
b. Additional art supplies	51	31	11	11				13	15	
c. Art scholarships, additional	23	15	11	8				50	26	
All responses combined (%)	36%	20%	9%	6%				17%	12%	

(Note: One teacher responded that she didn't get any additional art supplies.)

Examination of the evaluative information supplied by the three institutions where art classes for scholarship recipients were held revealed that children varied in interest and performance. It appeared that over 50% of the 97 pupils performed creatively according to their teachers. Poor attendance was shown by some. Overall, the children's ability to express themselves in art appeared to increase.

COMMENTS ON RESULTS

One of the objectives of the art instruction was to provide a better balanced program of art activities in the classrooms. Title I art teachers and principals agreed that improvement was shown in the variety of art media used and the different kinds of classroom activities. Records kept by the art teachers provided additional evidence of improvement. Closely related to the above objective was the objective to increase competence in art instruction of regular classroom teachers. The art teachers observed increased knowledge of media, greater skill in materials preparation and greater willingness to pursue difficult and previously unattempted projects. Eleven of the twenty-three principals responding to the questionnaire indicated medium improvement in competence, and twelve indicated much improvement.

The third objective of the art instruction was to increase children's ability to express themselves in art. Art teachers observed that children were more relaxed, responded with more enjoyment and enthusiasm, and seemed more secure than at the beginning of the year. Responses of the principals indicated that they felt children's ability to express themselves had improved as a result of Title I assistance, and 65% of the regular classroom teachers indicated they felt the changes in art instruction had a beneficial effect upon children.

Principals and regular classroom teachers indicated they felt the value of the art scholarships to be less than the value of the additional art teachers and additional art supplies. One reason for this response may be the small number of children who benefited from the scholarships when compared with the large number of children who benefited by the additional teachers and additional supplies. Art teachers of the classes for scholarship holders indicated that most individuals improved during the classes.

CULTURAL ENRICHMENT

The Title I project included provision for cultural and aesthetic experiences and understanding for children in elementary schools in the target areas. It was believed that such provision would enhance concept levels, creative expression, development of artistic talents, and awareness of the cultural heritage. Cultural enrichment experiences included Art Museum tours, Children's Theatre attendance, and field trips to governmental agencies, business community centers, museums, parks, recreation areas and other places of interest.

OBJECTIVES

1. To improve children's art understanding and vocabulary.
2. To enable children to deal more effectively with feelings in non-verbal ways.
3. To stimulate greater interest in the arts and in the larger community in which children live.
4. To raise concept levels of children and stimulate conversation and further exploration by children.

PROCEDURES

Art Museum and Art Galleries Tours

The tours were coordinated by the Art Department of the Wichita Public Schools and involved bussing children from the twenty-four Title I elementary schools and four parochial elementary schools to the Wichita Art Museum and Art Association Galleries on a scheduled basis. A trained gallery guide conducted each tour. As the classes of children arrived, they were taken to the museum auditorium and given a brief lecture on the art objects they were about to see. Then they proceeded to the galleries where the docent talked about the art objects on exhibit.

Among the twenty-four public elementary schools, a total of 40 bus trips involving 2,272 children were taken to the Art Association Galleries. Four bus trips with 235 parochial school children were taken to the same location. A total of 44 bus trips with 2,650 children from public elementary schools were taken to the Wichita Art Museum. A total of 180 parochial school children were taken in three bus trips to the Art Museum.

Children's Theatre Attendance

The Wichita Art Association sponsors the Wichita Children's Theatre which presents four productions of childhood classics each year. The productions are given on Saturday mornings. Season tickets were purchased from the Wichita Children's Theatre and distributed to elementary schools in the Title I project. One-tenth of the tickets were furnished to parochial school pupils. It was reported that 455 children accompanied by 91 adults attended the four performances.

Field Trips

School buses were contracted and scheduled for use by teachers in the twenty-four Title I elementary schools and eligible parochial schools. Approximately 10% of the service was provided to parochial school pupils. Classroom teachers arranged for visits to the places of interest. The trips were preceded by sufficient preparation of the pupils to insure basic understanding and appreciation of what was to be observed. Discussions, writings and other appropriate activities followed the field trips. Parents of the school children were sometimes in attendance on the trips. It was reported that a total of 435 field trips were taken involving an estimated 26,000 children (duplicated count).

EVALUATION STRATEGY

No standardized tests were used in the evaluation of the cultural enrichment activities. Non-test sources of evaluative data included records and the professional opinions of regular classroom teachers and principals of the Title I elementary schools. Questionnaires were developed and submitted in May to the twenty-four principals and to one regular classroom teacher, selected at random, from each grade level in each of the twenty-four elementary schools. Certain questions in each of the questionnaires pertained to the cultural enrichment activities. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of principals and regular classroom teachers of the Title I elementary schools.

TABLE 4

RESPONSES OF PRINCIPALS TO QUESTION PERTAINING TO VALUE TO PUPILS OF CULTURAL ENRICHMENT ACTIVITIES

N = 23

Value to Pupils as a Result of Title I Cultural Enrichment	Much	Medium	Little	None	No Opinion	No Response
a. Field Trips	14	8	1			
b. Attendance at Children's Theatre	3	7	9	2	1	1
c. Art Museum Tours	9	10	2		1	1
All responses combine (%)	38%	36%	17%	3%	3%	3%

TABLE 5

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING EXTENT OF EFFECT UPON CHILDREN OF TITLE I CULTURAL ENRICHMENT ACTIVITIES

N = 133

Title I Cultural Enrichment Activity	Number of Teachers' Responses About Extent of Effect Upon Children							
	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Highly Detrimental	Not Applicable	No Response to Item
a. Art Museum Tours	28	28	12	9			37	19
b. Children's Theatre Attendance	25	15	17	13			38	25
c. Additional Field Trips	71	27	12	7			6	10
All responses combined (%)	31%	18%	10%	7%			20%	14%

The number of children affected by Title I cultural enrichment activities has been noted in the discussion of procedures. A total of 5,337 children toured art museums. A total of 455 children and 91 adults attended Children's Theatre productions using tickets purchased under Title I. An estimated 26,000 children (duplicated count) were taken on field trips as a part of Title I.

COMMENTS ON RESULTS

It can be seen from the information in Table 4 that most principals responded favorably concerning the cultural enrichment activities. The field trips were perceived as being the most beneficial while Children's Theatre attendance was perceived as being the least beneficial of the three activities. Regular classroom teachers responded in somewhat the same pattern. There was some evidence of transportation problems and lack of sufficient parental interest concerning attendance at the Children's Theatre productions.

Available anecdotal information revealed favorable reactions on the part of pupils and parents. Participation statistics and records of the wide variety of places visited during field trips provide additional evidence of the value of the Title I cultural enrichment activities.

CORRECTIVE READING INSTRUCTION

The corrective reading program constituted the major thrust of the Title I project in Wichita. Each year children are identified who have not gained sufficient facility in reading to succeed in classwork which requires reading. Word recognition and comprehension skills are weak. The lack of reading success helps create feelings of inadequacy and negative attitudes toward reading, school, and other persons.

In planning the corrective reading instruction, it was recognized that modern diagnostic approaches, appropriate instructional materials, and special classes should be utilized. Classroom activities and supportive services were provided which were designed to ensure success in reading and to build feelings of confidence and self-esteem.

OBJECTIVES

1. To increase word recognition skills and comprehension which would enable retarded readers to read at levels expected according to age, grade, and intelligence.
2. To increase reading for enjoyment, appreciation, and information.
3. To improve pupils' attitudes toward reading.
4. To improve attitudes of retarded readers toward themselves and others.
5. To improve the overall reading programs in participating schools.
6. To devise effective techniques of teaching reading to children retarded in reading.

PROCEDURES

Pupils - Screening and Placement

Children from twenty-four public elementary, seven parochial elementary, seven public junior high, and five public senior high schools located in or on the periphery of low income areas were selected to participate in the corrective reading classes. Approximately 1,300 elementary school children in grades 2 to 6 were given corrective reading instruction. The grade with the smallest number represented was second grade with about 50. The grade with the largest number represented was third grade with about 450. Grades four and five were each represented with approximately 300, and about 200 sixth graders received instruction. Approximately 500 junior high school pupils were instructed in the corrective reading classes. Grades seven and eight were represented each with approximately 200 while about 100 ninth graders received instruction. A total of about 300 students in grades 10 to 12 in the five senior high schools received corrective reading instruction.

Children were selected for corrective reading instruction on the basis of retardation in reading or vocabulary as indicated by standardized test scores. Other criteria for selection included the following: (1) possession o the capacity to profit from corrective reading instruction, (2) recommendation for the class by regular classroom teacher and counselor, and (3) positive attitudes by pupil and parent.

Teachers - Selection and Placement

Teachers were chosen for the corrective reading classes who had demonstrated success in teaching and who were interested in teaching children retarded in reading. Many of the teachers were those who taught similar classes during the second semester of the 1965-66 school year.

There were twenty-four elementary schools where corrective reading classes were held. Two corrective reading teachers were placed in each of eight elementary schools. Each of 16 elementary schools were assigned one corrective reading teacher. This made a total of 32 reading teachers in the elementary schools. A total of twelve reading teachers were placed in the seven junior high schools. Two schools each had one teacher, and five schools each had two. Two reading teachers were assigned to one of the senior high schools. The remaining four each had one.

Reading Class Organization

Teachers were given instruction and encouragement in the use of Silvaroli's Classroom Reading Inventory in accurately assessing reading instructional levels of pupils. Groups were organized according to the type and severity of reading problem. Generally, the greater the severity of reading problem, the smaller was the group. Grade lines were often crossed in organizing classes of pupils with similar reading levels.

While working with the children, teachers sometimes worked with class groups as a whole, or with varying sizes of groups. Some of the pupils, particularly elementary, were in corrective reading classes twice a day for twenty to thirty minutes each time. In others, children were scheduled into reading classes once each day or on alternate days for longer periods of time. Classes were organized so that upon attainment of corrective reading class goals, individuals were phased out of the special reading classes.

Activities and Materials

The team approach was utilized in the corrective reading instruction with the building principal administering the school's program. The corrective reading teacher cooperated with the regular classroom teacher in the diagnosis of reading difficulties, planning and coordinating activities, and the evaluation of methods, materials and pupil progress. Personnel other than classroom teachers assisted in the selection and use of instructional materials and in planning activities designed to ensure success and build self-esteem and confidence. When possible, the corrective reading teacher and other staff members worked with parents of pupils in special reading classes.

A wide variety of classroom reading activities, instructional materials, and audio-visual equipment was used. Both individualized and group instruction were provided. Teachers were encouraged to experiment with instructional methods, materials, and equipment.

EVALUATION STRATEGY

Both test and non-test sources of evaluative data were used in the evaluation of the corrective reading. The Iowa Tests of Basic Skills and Silvaroli's Classroom Reading Inventory were the standardized tests used with elementary pupils. Non-test sources of data used with elementary pupils included records, the Pupil Opinion Questionnaire, the Behavior Checklist, case histories of selected reading pupils, and questionnaires to reading teachers, regular classroom teachers, and principals.

The Diagnostic Reading Test was used with junior and senior high school pupils. Non-test sources of data for secondary pupils included the Behavior Checklist, records, and questionnaires to reading teachers and principals.

The following schedule presents the sources of evaluative data, the dates used, and the persons furnishing the data:

Source	Date	Persons Completing
Iowa Tests of Basic Skills	October and May	Elementary Pupils, 3-6
Classroom Reading Inventory	Sept. and May	Reading Teachers, Elementary
Diagnostic Reading Test	Nov. and May	Jr. and Sr. High Pupils
Behavior Checklist	October and May	Elementary, Jr. & Sr. High Pupils
Pupil Opinion Questionnaire	October and May	Elementary Pupils, 5th Grade
Case Histories	May	Elementary School Counselors
Questionnaires	May	Reading Teachers, Principals, Regular Classroom Teachers
Records	Throughout	Teachers and others

PRESENTATION OF DATA - ELEMENTARY

Iowa Test of Basic Skills

The Iowa Test of Basic Skills is given annually to all pupils in the third, fourth, fifth, and sixth grades of the Wichita elementary schools. A different form of the reading and vocabulary sections of the test was given in May to all pupils in the Title I corrective reading program. Extensive norms are provided for all forms of the test. The norms give percentile scores for beginning, middle, and end of the school year as well as grade equivalent scores. Some evidence has been compiled to show that the grade equivalent scores are reasonably accurate for out of grade level testing, i.e. a sixth grader that scores 41(first month of grade 4) on the sixth grade section would score near 41 if given the fourth grade section of the test. Very large and widespread samples of pupils were used in constructing the norms. The national percentiles provided for the test are very much like, though slightly lower than, the local percentiles for the entire Wichita system.

There is one severe limitation on the use of this test for group comparisons of pupils in the corrective reading program. A raw score of zero corresponds to a grade equivalent score of 10 on the third grade, 13 on the fourth grade, 17 on the fifth grade, and 21 on the sixth grade section of the test. The Classroom Reading Inventory results shown in Table 14 in the following section of this report indicate that there were 380 third grade pupils, 169 fourth grade pupils, 115 fifth grade pupils, and 61 sixth grade pupils with independent reading levels below these levels when pretested. There were still 207 third grade pupils, 77 fourth grade pupils, 43 fifth grade pupils, and 28 sixth grade pupils who were tested below these levels on the CRI in May. Consequently, these pupils and possibly others reading at only slightly higher levels might be expected to score no better than random markers on the Iowa Test of Basic Skills. This has two effects on the I.T.B.S. scores for the group. First, it would not be expected that the difference between pretest and posttest scores for these pupils would show the actual improvement that they have made. Since they may be essentially random markers on both tests,only chance differences would be reflected. Second, the average grade equivalent score for the whole group would be spuriously high, since the lowest possible score may be well above the actual reading level of many of the pupils in each grade. For example, if we would overlook for a moment the mathematical objections to averaging the unequal units of grade levels over a wide range and other limitations of the Classroom Reading Inventory as an instrument for classification, the fifth grade boys in Table 14 can be seen to have an average grade level of 1.1 on the pretest and 2.5 on the posttest. The I.T.B.S. scores shown in Table 7 for essentially the same group of fifth grade boys indicate a grade equivalent of three years and seven months on the pretest and four years and two months on the posttest. Both the chi square analysis of the CRI results and the student's t for the I.T.B.S. results indicate that the increases are statistically significant. The point is that neither measure is likely to yield an accurate measure of the average number of months increase in reading level for fifth grade boys even though they both indicate that some real gains were made.

The extremely low pretest-posttest correlations on the Iowa Test of Basic Skills may also be due largely to the number of pupils in each group who would be expected to score near zero. It can be seen in Tables 6 and 7 that both the vocabulary and reading tests had correlations for all groups that were far below the test-retest reliability estimates of over .80 that are given in the test manual.

Both pretest and posttest scores on I.T.B.S. reading and vocabulary sections were available for 926 pupils in grades three through six.

Subgroups were formed on the basis of grade, sex, and whether or not the pupil had been in corrective reading the previous year. Comparisons of the pretest and posttest scores for each subgroup are shown in Tables 6 and 7. All subgroups made gains in their group mean grade equivalent scores for both reading and vocabulary. Although scores of many pupils in each subgroup may be subject to the limitation mentioned above, ten of the subgroups showed gains on the vocabulary test that were large enough to be significant at the .01 level of confidence and five subgroups had gains beyond the .01 level of confidence on the reading test.

Since the corrective reading program is in its second year of operation and a number of this year's participants participated in last year's program, comparisons were made in grades four, five, and six between the mean scores for this year's corrective reading pupils who were in the program in the Spring of 1966 and those who were not. The results of these comparisons are shown in Table 8 for reading and Table 9 for vocabulary. In the fourth grade the group that had previously participated in the program had a significantly lower ($p < .01$) mean score on the reading pretest than the group that had not had corrective reading prior to this year. On the posttest, however, the group that had had corrective reading previously had a higher, though not a significantly higher, mean score than those who had not been in corrective reading before. There were no significant differences on either the pretest or posttest for similar comparisons on the fifth or sixth grade reading test or the fourth, fifth, or sixth grade vocabulary test.

TABLE 6

PRETEST AND POSTTEST COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS VOCABULARY SECTION

		Sp. 66	Pretest					Posttest	
Grade	Sex	Reading	Mean	SD	N	r	t	Mean	SD
3	Girls	No	23.87	6.48	123	.36	3.69**	26.61	7.88
3	Boys	No	23.92	7.40	210	.35	4.56**	26.95	9.21
4	Girls	Yes	28.38	8.01	26	.66	3.82**	33.54	8.33
4	Girls	No	29.24	7.07	51	.14	2.45*	32.76	8.33
4	Boys	Yes	25.77	7.22	47	.50	4.83**	32.87	11.41
4	Boys	No	27.82	7.57	84	.12	4.23**	32.98	9.14
5	Girls	Yes	32.80	8.42	49	.08	4.32**	40.53	9.80
5	Girls	No	35.16	8.32	43	.51	2.36*	38.44	9.72
5	Boys	Yes	34.37	8.00	75	.49	6.39**	40.91	9.29
5	Boys	No	35.73	8.99	67	.56	3.76**	39.98	10.39
6	Girls	Yes	43.50	7.62	46	.07	.61	44.63	10.34
6	Girls	No	44.28	7.12	18	.41	2.09	49.11	9.88
6	Boys	Yes	42.36	8.47	56	.28	4.91**	49.95	10.45
6	Boys	No	45.97	10.03	31	.59	2.76**	50.55	10.00

* $p < .05$
** $p < .01$

TABLE 7

PRETEST AND POSTTEST COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS READING SECTION

		Sp.66	Pretest					Posttest	
Grade	Sex	Reading	Mean	SD	N	r	t	Mean	SD
3	Girls	No	25.34	6.60	123	.22	.98	26.17	8.31
3	Boys	No	23.72	6.69	210	.18	4.41**	26.72	8.47
4	Girls	Yes	29.69	10.36	26	.06	1.30	33.38	10.33
4	Girls	No	31.49	6.04	51	.12	1.13	33.08	8.72
4	Boys	Yes	26.15	9.11	47	.17	3.58**	32.62	9.92
4	Boys	No	30.69	6.91	84	.27	1.27	32.06	9.13
5	Girls	Yes	39.20	7.80	49	.31	2.10*	42.31	9.50
5	Girls	No	38.56	7.69	43	.40	1.18	40.21	8.81
5	Boys	Yes	37.27	7.98	75	.40	5.21**	42.64	8.15
5	Boys	No	37.04	9.52	67	.53	4.23**	41.78	9.29
6	Girls	Yes	45.54	7.64	46	-.20	2.20*	49.48	7.85
6	Girls	No	46.39	9.83	18	.42	2.77*	53.28	9.25
6	Boys	Yes	44.68	8.40	56	.38	3.08**	48.70	8.95
6	Boys	No	47.23	8.56	31	.27	1.20	49.68	9.86

* $p < .05$
** $p < .01$

TABLE 8

COMPARISON OF ITBS READING SCORES OF 1966-67 CORRECTIVE READING PUPILS WHO HAD CORRECTIVE READING IN SPRING 1966 WITH 1966-67 CORRECTIVE READING PUPILS WHO DID NOT HAVE CORRECTIVE READING IN SPRING 1966

		In Corrective Reading Spring Semester 1965-66				Not in Corrective Reading Spring Semester 1965-66		
Grade	Test	N	Mean	SD	t	N	Mean	SD
4	Pre	73	27.4	9.72	-2.75**	135	31.0	6.61
	Post	73	32.9	10.07	+0.36	135	32.4	8.99
5	Pre	124	38.0	7.96	+0.31	110	37.6	8.88
	Post	124	42.5	8.71	+1.01	110	41.2	9.13
6	Pre	102	45.1	8.08	-1.24	49	46.9	9.06
	Post	102	49.0	8.48	-1.33	49	51.0	9.80

** $p < .01$

TABLE 9

COMPARISON OF ITBS VOCABULARY SCORES OF 1966-67 CORRECTIVE READING PUPILS WHO HAD CORRECTIVE READING IN SPRING 1966 WITH 1966-67 CORRECTIVE READING PUPILS WHO DID NOT HAVE CORRECTIVE READING IN SPRING 1966

		In Corrective Reading Spring Semester 1965-66				Not in Corrective Reading Spring Semester 1965-66		
Grade	Test	N	Mean	SD	t	N	Mean	SD
4	Pre	73	26.7	7.62	-1.37	135	28.4	7.42
	Post	73	33.1	10.42	+0.14	135	32.9	8.84
5	Pre	124	33.8	8.20	-1.35	110	35.5	8.74
	Post	124	40.8	9.50	+1.03	110	39.4	10.16
6	Pre	102	42.9	8.12	-1.65	49	45.3	9.11
	Post	102	47.5	10.74	-1.58	49	50.0	9.98

Tables 10 and 11 show the distributions by quartiles for each grade on the I.T.B.S. vocabulary and reading tests. The pretest scores were converted to percentile ranks on the "beginning of the year" national norms while the posttest results were converted with the "end of the year" national norms. Improvement sufficient to maintain a pupil's percentile rank from one set of norms to the other could be interpreted as a "normal" amount of growth. It can be seen in the tables that in the fourth, fifth, and sixth grades there is a slight shift upward from the first quartile to the second on the vocabulary test indicating that as a group the test performance improved slightly more than a "normal" amount for one year. The third grade vocabulary and all groups in reading show a slight shift downward which would indicate slightly less than "normal" improvement in test performance for the year.

The 90th, 75th, 50th, 25th, and 10th percentile points for each grade were computed for both the pretest and posttest grade equivalent scores for the Wichita corrective reading pupils. These local percentile points are shown in Tables 12 and 13 along with the amount of gain at each point. Since grade equivalent scores were used instead of raw scores the gains can be interpreted as number of months increase in reading level by pupils at that level of performance. It can be seen that gains are indicated for pupils at all levels, although the gains at the higher percentile points are greater in nearly all cases. This could be largely due to the previously mentioned limitation of the ITBS for measuring the gains of the lower level readers. If the test results are positively correlated with capacity for learning to read, however, then this would still be in line with expected gains.

TABLE 10

DISTRIBUTION BY QUARTILES ON NATIONAL NORM FOR IOWA TEST OF BASIC SKILLS READING SECTION

	Grade	Month & Year Tested	Test Form	Number of Students* 25th %ile	50th %ile	75th %ile	99th %ile
Pretest	3	10-66	2	148	142	49	3
Posttest	3	5-67	3	206	99	35	2
Pretest	4	10-66	1	120	75	13	0
Posttest	4	5-67	3	141	59	8	0
Pretest	5	10-66	2	160	58	17	0
Posttest	5	5-67	3	156	70	9	0
Pretest	6	10-66	1	100	48	3	0
Posttest	6	5-67	3	107	42	2	0

* Number of students ranking in the 1 to 25th percentile; also the number for 26 to 50th percentile, 51 to 75th percentile and 76 to 99th percentile. The percentile is based on the national norms.

TABLE 11

DISTRIBUTION BY QUARTILES ON NATIONAL NORMS FOR IOWA TEST OF BASIC SKILLS VOCABULARY SECTION

	Grade	Month & Year Tested	Test Form	Number of Students* 25th %ile	50th %ile	75th %ile	99th %ile
Pretest	3	10-66	2	131	159	50	2
Posttest	3	5-67	3	207	103	26	6
Pretest	4	10-66	1	137	62	9	0
Posttest	4	5-67	3	127	76	5	0
Pretest	5	10-66	2	175	51	9	0
Posttest	5	5-67	3	165	62	7	1
Pretest	6	10-66	1	122	26	3	0
Posttest	6	5-67	3	110	37	4	0

* Number of students ranking in the 1 to 25th percentile; also the number for 26 to 50th percentile, 51 to 75th percentile and 76 to 99th percentile. The percentile is based on the national norms.

TABLE 12

GRADE EQUIVALENT SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR ITBS VOCABULARY

	Test Form	Date of Testing	Score at 90th %ile	Score at 75th %ile	Score at 50th %ile	Score at 25th %ile	Score at 10th %ile
Grade 3 N = 333							
Pretest	2	Oct.	32	28	24	17	13
Posttest	3	May	37	32	25	19	15
Gain or Loss	-	-	+5	+4	+1	+2	+2
Grade 4 N = 208							
Pretest	1	Oct.	36	32	26	21	17
Posttest	3	May	44	39	33	25	19
Gain or Loss	-	-	+8	+7	+7	+4	+2
Grade 5 N = 234							
Pretest	2	Oct.	46	39	32	27	24
Posttest	3	May	52	48	39	33	26
Gain or Loss	-	-	+6	+9	+7	+6	+2
Grade 6 N = 151							
Pretest	1	Oct.	52	48	44	37	31
Posttest	3	May	61	55	48	39	32
Gain or Loss	-	-	+9	+7	+4	+2	+1

* 1966-67 corrective reading pupils only

TABLE 13

GRADE EQUIVALENT SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR ITBS READING

	Test Form	Date of Testing	Score at 90th %ile	Score at 75th %ile	Score at 50th %ile	Score at 25th %ile	Score at 10th %ile
Grade 3 N = 333							
Pretest	2	Oct.	32	29	24	19	15
Posttest	3	May	37	32	25	20	16
Gain or Loss	-	-	+5	+3	+1	+1	+1
Grade 4 N = 208							
Pretest	1	Oct.	38	33	30	23	19
Posttest	3	May	45	39	33	26	19
Gain or Loss	-	-	+7	+6	+3	+3	0
Grade 5 N = 234							
Pretest	2	Oct.	48	44	37	31	28
Posttest	3	May	52	48	42	35	30
Gain or Loss	-	-	+4	+4	+5	+4	+2
Grade 6 N = 151							
Pretest	1	Oct.	56	51	45	40	34
Posttest	3	May	59	55	50	42	37
Gain or Loss	-	-	+3	+4	+5	+2	+3

* 1966-67 corrective reading pupils only

Classroom Reading Inventory

The Classroom Reading Inventory was developed by Nicholas J. Silvaroli for use as an individual diagnostic reading measure. By use of graded work lists and graded paragraphs, the classroom teacher, through untimed responses and oral reading with five questions per selection, estimates the child's independent, instructional, and frustration reading levels. This is done by accurate recording, on a form provided, of the responses and errors throughout the interview. A scoring guide is available to aid the teacher in assigning the appropriate reading level, independent, instructional, or frustration, to each of the graded sections according to the number of errors noted. The sections range from preprimer to sixth grade. After rating all sections up to the frustration level, appropriate grade levels for independent and instructional reading programs can be selected for each pupil.

While the main purpose of an informal reading inventory is diagnosis of a child's specific reading abilities, rather than classification, it seems that the results of these diagnoses for large numbers of pupils would give some evidence of reading progress. The Classroom Reading Inventory was administered by the special reading teacher, individually to pupils who entered the Title I corrective reading classes both upon entering the class and again at the end of the school year. Tables 14 and 15 show the distributions of the independent and instructional reading levels for those pupils examined in September and the first part of October. The May distributions represent the results of a reexamination of the same pupils at the end of the school year. The Chi-square statistic shows that all groups have changed significantly ($p < .001$). The differing degrees of freedom for various grade levels is the result of combining

TABLE 14

RESULTS OF CLASSROOM READING INVENTORY
OF INDEPENDENT READING LEVELS

Distribution of Pupils by Independent Reading Levels

			Independent Reading Levels								Chi	
Grade	Sex	Time	PP & Below	P	1	2	3	4	5	6 & Above	Square	df.
3	Girls	Sept.Oct.	104	39	11	3	0	0	0	0	90.42*	4
3	Girls	May	47	29	22	48	11	0	0	0		
3	Boys	Sept.Oct	202	35	26	5	0	0	0	0	131.89*	4
3	Boys	May	80	51	52	60	12	4	0	1		
4	Girls	Sept.Oct	28	13	28	17	3	0	0	0	38.08*	4
4	Girls	May	9	14	11	25	18	9	0	0		
4	Boys	Sept.Oct.	77	31	28	12	4	2	0	0	69.93*	5
4	Boys	May	20	22	23	37	29	9	1	0		
5	Girls	Sept.Oct	15	8	23	42	20	2	0	0	69.34*	5
5	Girls	May	3	4	10	11	40	30	6	0		
5	Boys	Sept.Oct.	39	13	36	45	26	4	0	0	67.08*	6
5	Boys	May	9	8	17	38	46	36	8	0		
6	Girls	Sept.Oct.	7	3	7	19	24	4	0	0	27.30*	3
6	Girls	May	3	4	0	8	20	27	8	0		
6	Boys	Sept.Oct	21	12	11	21	23	6	0	0	31.78*	4
6	Boys	May	4	6	11	12	26	17	10	4		

* $P < .001$

TABLE 15

RESULTS OF CLASSROOM READING INVENTORY OF INSTRUCTIONAL READING LEVELS

Distribution of Pupils by Instructional Reading Levels

			Instructional Reading Levels								Chi-Square	df.
Grade	Sex	Time	PP & Below	P	1	2	3	4	5	6 & Above		
3	Girls	Sept.Oct.	50	54	32	17	1	0	0	0	83.30*	4
3	Girls	May	21	16	23	26	47	11	0	0		
3	Boys	Sept.Oct.	120	75	48	21	2	0	0	0	124.35*	4
3	Boys	May	61	41	40	56	51	14	2	0		
4	Girls	Sept.Oct	10	12	10	40	17	2	0	0	45.50*	4
4	Girls	May	1	7	5	19	19	28	6	1		
4	Boys	Sept.Oct.	27	31	33	37	14	1	0	0	67.23*	4
4	Boys	May	8	16	13	29	35	40	5	0		
5	Girls	Sept.Oct.	1	9	6	26	36	26	1	0	50.96*	4
5	Girls	May	1	3	4	13	8	44	25	9		
5	Boys	Sept.Oct.	7	24	8	41	47	33	3	0	71.63*	4
5	Boys	May	3	5	3	20	26	62	32	10		
6	Girls	Sept.Oct.	1	2	2	11	20	26	4	0	61.20*	3
6	Girls	May	0	1	2	3	5	21	20	12		
6	Boys	Sept.Oct.	4	7	11	16	19	27	8	0	22.39*	5
6	Boys	May	2	2	6	11	11	26	15	17		

* $p < .001$

TABLE 16

COMPARISON OF BOYS' AND GIRLS' INDEPENDENT READING LEVELS ON CLASSROOM READING INVENTORY

Distribution of Pupils by Independent Reading Levels

			Independent Reading Levels								Chi-	
Grade	Sex	Time	PP & Below	P	1	2	3	4	5	6 & Above	Square	df.
3	Girls	Sept.Oct.	104	39	11	3	0	0	0	0	11.60**	3
3	Boys	Sept.Oct.	202	35	25	5	0	0	0	0		
3	Girls	May	47	29	22	48	11	0	0	0	6.45	5
3	Boys	May	80	51	52	60	12	4	0	1		
4	Girls	Sept.Oct.	28	13	28	17	3	0	0	0	12.70*	4
4	Boys	Sept.Oct.	77	31	28	12	4	2	0	0		
4	Girls	May	9	14	11	25	18	9	0	0	2.01	5
4	Boys	May	20	22	23	37	29	9	1	0		
5	Girls	Sept.Oct.	15	8	28	42	20	2	0	0	6.15	5
5	Boys	Sept.Oct.	39	13	36	45	26	4	0	0		
5	Girls	May	3	4	10	11	40	30	6	0	10.20	6
5	Boys	May	9	8	17	38	46	36	8	0		
6	Girls	Sept.Oct	7	3	7	19	24	4	0	0	10.43	6
6	Boys	Sept.Oct.	21	12	11	21	23	6	0	0		
6	Girls	May	3	4	0	8	20	27	8	0	5.32	4
6	Boys	May	4	6	11	12	26	17	10	4		

* $p < .02$

** $p < .01$

columns to avoid zeroes and smaller numbers. It can also be seen in Tables 14 and 15 that hardly any of the pupils had independent reading levels on or above grade placement and very few had instructional reading levels on or above grade placement when tested in the fall. In May some in every group were on or above grade placement for independent reading and several in every group were on or above grade placement in instructional reading level. Further follow-up will be necessary to determine how reliable this measure is for predicting ability to achieve successfully in the regular reading program.

Table 16 shows comparisons of the distributions of boys and girls for pre and post tests in each grade. In only two cases were the distributions significantly different, third grade pretest ($p < .01$) and fourth grade pretest ($p < .02$). There were no differences beyond the .20 level of confidence between boys and girls independent reading level distribution for any of the grades on the posttest. This and the size of the chi-square values in Table 16 indicate that the boys made larger gains than girls in the third and fourth grades, although it does not necessarily show that they made significantly larger gains.

Behavior Checklist

A random sample of 200 pupils, stratified according to school, grade, sex, and race, was chosen from the pupils in the corrective reading programs of the 24 Title I elementary schools. Both the special reading teacher and the regular classroom teacher of each pupil in the sample was asked to rate the pupil at the beginning of the school year and again at the end of the school year on the behavior checklist shown in Appendix A. The checklist contains 31 items each of which pertains to an observable behavior that was classified as positive or negative. Four ratings, pre and post by both teachers, were obtained for 130 of the original sample of 200 pupils. This 35 percent reduction in the original sample, due to one or more of the four ratings being unusable or the pupil unavailable for a post rating, should not bias the results greatly since each of the strata were still proportionately represented in the 130 pupil sample. Each of the positive behavior items were scored 1 through 5 and each of the negative behavior items were scored 5 through 1 according to the responses, never, rarely, sometimes, usually, and always. A total score for each rating was obtained by summing the scores for all 31 items.

Table 17 shows that both the regular teachers and the reading teachers rated the pupils slightly lower at the end of the year than at the beginning. The decrease in reading teacher ratings was greater, although neither decrease was statistically significant. The reading teachers rated the pupils significantly higher ($p < .01$) than the regular teachers on both occasions, but that comparison probably has little meaning since the two types of teachers observe the behavior in different settings and for different lengths of time. The higher correlation between the pre and post ratings of the regular teachers may in part be due to the fact that the regular teachers observe the pupils for a greater length of time each day.

Other than the correlations of the pre and post ratings, no information is yet available on the reliability or validity of the checklist. A preliminary item analysis of the upper and lower 27 percent of each group of ratings indicates that all items discriminate in the same direction as the total score. The higher ratings with smaller variances received from the special reading teachers are in line with expectations for behavior ratings by special teachers that meet children in smaller classes for shorter lengths of time.

TABLE 17

COMPARISON OF FALL AND SPRING RATINGS ON BEHAVIOR CHECKLIST FOR ELEMENTARY PUPILS IN TITLE I READING

		Mean	SD	N	r	t
Regular Teachers	Fall	106.7	17.08	130	.72	-.41
	Spring	106.2	17.78			
Reading Teachers	Fall	117.4	14.05	130	.55	-1.35
	Spring	115.8	14.61			

Pupil Opinion Questionnaire

A 30 item questionnaire was administered to all fifth grade pupils in the corrective reading program in an attempt to assess their attitude toward school. By scoring responses to items referring to negative attitude 1 through 5 and items referring to positive attitudes 5 through 1, for the responses, agree very much, agree a little, neither agree nor disagree, disagree a little, disagree very much, each pupil was assigned a score for the entire 30 items. Table 18 shows the pre and post results for this year along with last year's results on the same 30 items for fifth graders in corrective reading and a group of fifth graders not in corrective reading. The 1966-67 group shows a slight increase in mean score from fall to spring while both the 1965-66 groups show decreases. None of the differences between pre and post scores were statistically

TABLE 18

COMPARISON OF SCORES OF FIFTH GRADE CORRECTIVE READING PUPILS ON PUPIL OPINION QUESTIONNAIRE

		Mean	SD	N	t
1966-67 Corrective Reading Pupils	Fall	104.0	15.96	262	.16
	Spring	104.3	20.20	267	
1965-66 Corrective Reading Pupils	Fall	97.3	16.17	129	-.49
	Spring	96.0	20.00	142	
1965-66 Control Group	Fall	105.2	20.94	177	-1.23
	Spring	103.2	23.34	173	

significant; however, Table 19 indicates that the scores for this year's reading groups were more like the scores for last year's control group than they were like the scores for last year's reading groups. Both pre and post scores for this year's fifth grade corrective reading pupils were significantly higher ($p < .01$) than the scores for last year's corrective reading pupils in the same grade. The pretest mean score for this year's reading pupils was slightly lower than the pretest mean score for last year's control group while the posttest mean score was slightly higher than the control group's. Neither difference was statistically significant.

Information regarding the reliability of the questionnaire or its validity (other than face or content validity) as a measure of attitude toward school is not yet available. It is known that distributions of scores for each administration were nearly normal. A preliminary investigation of the high and low 27 percent of the scores on each administration this year indicates that all items as scored discriminate to a reasonably high degree in the same direction as the total score.

TABLE 19

COMPARISON OF 1966-67 RESULTS WITH 1965-66 RESULTS ON PUPIL OPINION QUESTIONNAIRE

	5th Grade Reading 1966-67				5th Grade Reading 1965-66		
	Mean	SD	N	t	Mean	SD	N
Pre	104.0	15.96	262	3.86**	97.3	16.17	129
Post	104.3	20.20	267	3.97**	96.00	20.00	142

	5th Grade Reading 1966-67				5th Grade Control 1965-66		
	Mean	SD	N	t	Mean	SD	N
Pre	104.0	15.96	262	-.64	105.2	20.94	177
Post	104.3	20.20	267	.51	103.2	23.34	173

** $p < .01$

Questionnaire to Reading Teachers

During May the corrective reading teachers were asked to respond to a questionnaire with items pertaining to changes in pupils' attitudes toward reading and themselves, most effective parts of the program, disadvantages and advantages, selection and diagnosis, organization or reading groups, etc. A copy of the questionnaire is presented in Appendix A. The instrument was sent to all of the fifty corrective reading teachers. A total of forty-five completed questionnaires were returned. Since teachers were not asked to identify themselves by name, grade level, school, it was not possible to summarize the responses according to elementary, junior high and senior high.

Most of the items on the questionnaire were constructed to yield information which might be useful in making decisions about maintaining the program as it existed or making modifications in it. The responses to two of the items, however, yielded information about changes in pupils' attitudes toward reading and changes in pupils' attitudes toward themselves. The responses are summarized below. In most cases, teachers' comments have been condensed into a few words per comment.

TABLE 20

INDICATIONS OF CHANGES IN READING PUPILS' ATTITUDES
TOWARD READING AS REPORTED BY READING TEACHERS

Indications of Changes in Pupils' Attitudes Toward Reading	Number of Teachers Giving Responses * N = 45
Greater desire or willingness to read supplementary books and other reading materials	12
Increase in books checked out to take home	10
Children showed more interest and enjoyment	8
Greater anticipation concerning reading class	8
Less resistance to instruction in class	7
Increased amount of voluntary discussion	4
More eagerness in reading activities	4
More children read newspapers on their own	4
Greater desire to read orally	6
More children want to share what they have read	3
Children read more in class than before	4
Greater willingness to try	3
Children listen more attentively	2
Parents see that children like to read	5
Children saw importance of improvement	5
Greater willingness to read easy materials	1
Less fear of making mistakes	1
Increased relaxation in classroom	1
More freedom of expression	1
More desire for creative writing	1
Requests for books to be read aloud	1
Better care of reading materials	1
Children brought friends to classroom	2

* Most teachers cited more than one indication.

TABLE 21

INDICATIONS OF CHANGES IN READING PUPILS' ATTITUDES TOWARD THEMSELVES AS REPORTED BY READING TEACHERS

Indications of Changes in Pupils' Attitudes Toward Themselves	Number of Teachers Giving Responses * N = 45
Improved self-image	9
Added self-confidence	21
Greater awareness of ability to achieve	4
Increased independence	6
Greater sense of pride and accomplishment	7
More willingness to try	6
Increased responsibility	5
Less complaining about work	1
Children express their own ideas more freely	6
More participation in class	5
Better rapport with teachers and/or students	6
Children seem happier	7
Children more relaxed	2

* Most teachers cite more than one indication.

Questionnaire to Regular Classroom Teachers

During May, a sample of 168 regular classroom teachers from the twenty-four Title I elementary schools was selected to respond to a questionnaire pertaining to the Title I project in Wichita. One complete page of the questionnaire was devoted to the corrective reading part of the project. Some of the items were concerned with changes observed in the children. Others were concerned with the reading program itself. A copy of the instrument is presented in Appendix A of this report.

One teacher from each grade level in each of the twenty-four elementary schools was randomly selected for participation. A total of 133 usable questionnaires were returned by the teachers. The grades were represented as follows: kindergarten, 18; first grade, 19; second grade 21; third grade, 18; fourth grade, 19; fifth grade, 16; fifth and sixth grade combination, 6; and sixth grade, 16. Only five of the second grade teachers returning questionnaires indicated they had pupils in corrective reading classes; the remaining 16 questionnaires from second grade teachers were not used in the evaluation of this part of the project. Not used were those from kindergarten and first grade teachers also.

Responses to items pertaining to changes in attitudes, increased competence, improved performance, and extent of effect upon pupils have been summarized below. In most cases, teacher's comments have been condensed into a few words per comment.

TABLE 22

RESPONSES OF ELEMENTARY REGULAR CLASSROOM TEACHERS CONCERNING CHANGES IN READING PUPILS' ATTITUDES TOWARD READING

Indications of Changes in Corrective Reading Pupils' Attitudes Toward Reading	Number of Teachers By Grade and Total Giving Responses * N = 80						
	2	3	4	5	5-6	6	Total
More interest in content	0	3	3	1	0	0	7
More interest in library	2	9	11	1	1	3	27
More independent reading	1	10	6	8	0	3	28
More interest in reading in general	1	6	3	6	4	5	25
Increased eagerness to participate in reading class activities	1	1	1	1	0	1	5
None cited	1	1	2	0	1	1	6
Not applicable	0	0	2	0	0	2	4
No response to item	0	1	0	1	0	2	4

* Some teachers cited more than one indication of change in attitude

TABLE 23

RESPONSES OF ELEMENTARY REGULAR CLASSROOM TEACHERS CONCERNING CHANGES IN READING PUPILS' ATTITUDES TOWARD THEMSELVES

Indications of Changes in Corrective Reading Pupils' Attitudes Toward Themselves	Number of Teachers by Grade and Total Giving Responses * N = 80						
	2	3	4	5	5-6	6	Total
More confidence in reading	3	15	13	9	1	9	50
Less confidence in reading	0	1	0	0	0	0	1
More desire to participate orally	0	4	3	1	0	0	8
More eagerness to read	0	0	1	3	0	2	5
Less fear of errors; willing to try	0	0	0	2	2	1	5
More secure and relaxed	0	1	0	0	0	0	1
Increased pride in reading ability	0	0	1	0	0	0	1
More feelings of importance and success	0	0	0	3	0	0	3
Feel more a part of the class	0	0	0	0	0	2	2
Little change	0	0	0	0	1	0	1
Does not apply	0	0	2	0	0	3	5
No change cited	2	0	2	0	1	0	5
No response to item	0	1	0	1	1	2	5

* Some teachers cited more than one indication of change in attitude.

TABLE 24

RESPONSES OF ELEMENTARY REGULAR CLASSROOM TEACHERS CONCERNING THE BENEFIT OF AREAS OF READING COMPETENCE OF READING PUPILS

Areas of Reading Competence of Corrective Reading Pupils Which Benefited the Most	Number of Teachers by Grade and Total Giving Responses * N = 80						
	2	3	4	5	5-6	6	Total
Reading rate	1	2	4	7	0	3	17
Phonetic analysis	1	13	7	7	4	4	36
Vocabulary development	1	10	9	4	0	3	27
Comprehension	1	3	8	7	1	6	26
Fluency	2	4	3	1	1	1	12
All areas	0	1	1	0	0	2	4
Creativeness	0	0	0	0	0	1	1
Use of other reading materials	0	0	1	0	0	0	1
None cited	1	0	2	0	1	0	4
Not applicable	0	0	2	0	0	2	4
No response to item	1	2	0	3	1	3	10
Areas which benefited the least							
Reading rate	0	4	0	1	1	2	8
Phonetic analysis	1	1	4	3	0	1	10
Vocabulary development	1	0	1	4	2	2	10
Comprehension	0	7	6	4	1	0	18
Fluency	1	4	3	1	1	2	12
None cited	2	4	5	0	0	3	14
Not applicable	0	0	2	0	0	2	4
No response to item	1	4	2	7	4	5	23

* Some teachers cited more than one area.

TABLE 25

RESPONSES OF ELEMENTARY REGULAR CLASSROOM TEACHERS CONCERNING CHANGES IN PERFORMANCE OF READING PUPILS IN OTHER SUBJECT AREAS

Content Areas and Other Instances of Improved Performance of Corrective Reading Pupils	Number of Teachers by Grade and Total Giving Responses * N = 80						
	2	3	4	5	5-6	6	Total
Arithmetic	0	0	2	1	0	1	4
Health	0	0	2	1	0	0	3
Language	0	0	1	1	0	1	3
Science	0	1	2	2	1	1	7
Social studies	0	2	3	3	1	2	11
Spelling	0	2	1	0	0	3	6
Reading in other subjects	1	3	4	5	0	4	17
Use of library materials	0	0	1	0	0	0	1
Eagerness to participate in discussions	0	2	1	0	0	0	3
More volunteering to read orally	0	1	0	0	0	0	1
Reading of supplementary books	0	1	0	0	0	0	1
More interest in school	0	1	1	1	0	0	3
Greater self-confidence	0	1	1	0	1	0	3
Following directions	0	0	1	0	0	0	1
Completion of assignments	0	0	0	2	0	0	2
Greater effort	0	0	0	0	0	1	1
Reading class used as excuse for neglect of other subjects	0	0	0	0	0	1	1
Too early to determine	0	0	0	0	1	0	1
None cited	1	2	3	1	3	0	10
Not applicable	0	0	2	0	0	2	4
No response to item	3	4	0	2	0	4	13

* Some teachers cited more than one area.

TABLE 26

RESPONSES OF ELEMENTARY REGULAR CLASSROOM TEACHERS CONCERNING EXTENT OF EFFECT UPON PUPILS OF SPECIAL READING CLASSES

Teachers by Grade and Total		Number of Teachers Responses About Extent of Effect Upon Children								
		Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable	No Response to Item
Second *	N = 5	2	1	0	1	0	0	0	0	1
Third	N = 18	11	4	1	1	0	0	0	0	1
Fourth	N = 19	9	5	2	1	0	0	0	2	0
Fifth	N = 16	7	8	0	0	0	0	0	0	1
Fifth=Sixth	N = 6	2	0	2	1	0	0	0	0	1
Sixth	N = 16	10	2	0	0	0	0	0	0	4
Total	N = 80	41	20	5	4	0	0	0	2	8

* Only five of the second grade teachers sampled indicated they had pupils in corrective reading classes.

Questionnaire to Principals

During May, the principals of the twenty-four Title I elementary schools were asked to respond to a questionnaire with items pertaining to the corrective reading part of the Title I project. Certain items were concerned with the value to pupils and the overall reading program. Others were concerned with the way pupils were selected, classes were organized, problems encountered, and suggestions for improvement. A copy of the questionnaire is presented in Appendix A.

Twenty-three of the twenty-four principals returned completed questionnaires. Responses to items pertaining to value of the instruction to pupils and the overall reading program have been summarized below.

TABLE 27

RESPONSES OF ELEMENTARY SCHOOL PRINCIPALS CONCERNING VALUE OF TITLE I CORRECTIVE READING INSTRUCTION

Areas Where Value Resulted	Number of Principals Giving Responses N = 23					
	Much	Medium	Little	None	No Opinion	No Response
Pupils reading competence	8	14	1	0	0	0
Increase in reading for enjoyment	7	12	3	0	0	1
Pupils attitudes toward reading	14	6	3	0	0	0
Pupils attitudes toward themselves	11	6	5	0	1	0
Improvement in overall reading program	6	14	2	0	0	1
Devising effective technique for teaching reading	7	13	3	0	0	0
All responses combined (%)	38%	47%	12%		1%	2%

In general, the principals reacted favorably to the method of diagnosis and selection of pupils for corrective reading instruction. They were unanimous in responding that the practice of organizing corrective reading groups based upon the type and severity of problem was a sound practice. A total of ten of the 23 principals responding to the questionnaire included corrective reading as one of the Title I activities most in need of expansion for next year. No one listed it as one of the activities least in need of expansion for next year.

Counselors' Case Histories of Corrective Reading Pupils

Case histories of selected elementary pupils in Title I corrective reading classes comprised one source of evaluative data. Research Department personnel selected one pupil and one alternate for each of the nineteen counselors serving Title I elementary schools. There were five pupils from each of the following grades: third, fourth, and fifth. Four sixth graders were selected. Each of nineteen elementary schools was represented.

A total of sixteen usable case histories were returned by counselors. Information pertaining to health and home background, background of school achievement and adjustment, and progress during 1966-67 was included in each case history. Four of the case histories, one for each of the grade levels 3-6, were randomly selected for inclusion in this report. They are presented in Appendix C.

Analysis of the sixteen case histories revealed progress in different areas and in varying degrees. In general, counselors noted improved attitudes toward reading and self, higher reading levels at the end of the year, and improvement of skills.

Attendance Records

One of the objectives of the Title I project was to improve children's attendance. Since the corrective reading program at the elementary level constituted a major thrust, it was decided to compare the 1966-67 attendance of corrective reading pupils in grades 3-6 with their attendance during 1965-66.

Information on attendance for both the 1965-66 school year and the 1966-67 school year was available for 734 pupils in the third through sixth grades. The average attendance by grade is shown in Table 28. The attendance seems to be essentially the same for both years for all grades except third where there is an average decrease in absences of nearly one and one half days.

TABLE 28

SCHOOL ATTENDANCE OF PUPILS IN TITLE I CORRECTIVE READING

Grade	N	1965-66 School Year		1966-67 School Year	
		Mean No. of Days Present	Mean No. of Days Absent	Mean No. of Days Present	Mean No. of Days Absent
6	121	171.50	8.50	171.98	8.02
5	211	171.74	8.26	171.66	8.34
4	156	170.71	9.29	171.28	8.72
3	246	170.74	9.26	172.28	7.72

PRESENTATION OF DATA - JUNIOR AND SENIOR HIGH

Diagnostic Reading Test

The Survey Sections of the Diagnostic Reading Test were given in alternate forms in November and May to all pupils in the Title I corrective reading programs in the junior and senior high schools. The survey sections were originally developed by the Committee on Diagnostic Reading Tests, Inc., as a measure of general reading ability to be used in screening pupils to identify those pupils in need of a more intensive diagnostic reading test. National norms for percentile ranks are available and appear to be based upon a fairly representative sample. The norms are given by grade without specifying the time of year the tests were administered and hence are of limited value in interpreting the expected growth for a pupil within one school year. No grade equivalent scores are provided; however, all grades who take the same level of the test answer the same sets of questions so the scores corresponding to the fiftieth percentile in each grade could be interpreted as grade equivalent scores. Another limitation to the use of the norms is that only one set of norms is provided for all forms of the tests. While the Committee claims that all forms are comparable to the extent that only one table is needed, some users have questioned this.[1]

The upper level Survey Section, which included tests of vocabulary, comprehension, and rate of reading, was given to pupils in grades 10 through 12. The lower level Survey Section, which yields measures of word recognition, comprehension, vocabulary, and rate of reading, was chosen for grades

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[1] Buros, O.K. Ed., *The Sixth Mental Measurements Yearbook*. Highland Park, New Jersey: The Gryphon Press, 1965. 822.

7 through 9. Although it is recommended for testing grades 4 through 8, it was considered appropriate for the ninth grade pupils in the corrective reading program since it was expected that most of them would be reading at the eighth grade level or below. Different forms of each level were used for the pre and post tests.

The mean reading rates in words per minute for each group taking the upper level test are presented in Table 29. All groups made gains of more than ten words per minute on the mean scores. The national norms provided for this section show that a yearly increase of approximately ten words per minute is necessary for a pupil to maintain his percentile rank from grade ten to eleven and grade eleven to twelve. This would indicate that the differences in the pre and post mean scores in Table 29 are equivalent to from one to two years' growth in reading rate. The fact that the difference in the twelfth grade means is not significant at the .05 confidence level does not detract from the significance of the overall improvement since this difference is in the same direction as all the others and the confidence level is related to the size of N as well as the size of the difference in means.

TABLE 29

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION READING RATE SCORES

			Pretest Form A				Posttest Form B&D	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
12	All	26	218.19	70.79	.74	1.32	231.77	72.86
11	Girls	20	223.00	35.16	.83	2.54*	244.15	59.81
11	Boys	38	175.32	62.77	.87	2.04*	187.26	72.43
10	Girls	56	190.52	66.91	.38	3.37**	221.84	55.98
10	Boys	71	170.69	54.87	.58	2.69**	188.03	62.05

* $p < .05$ ** $p < .01$

Mean raw scores for each group on each subtest and total of the upper level test are compared pre versus post in Tables 30 through 33. The result seems to be that all groups made significant gains in reading comprehension, but none of the groups were able to significantly increase their vocabulary scores. The smaller mean gain in total raw score by eleventh grade boys is due to the fact that their vocabulary score actually decreased. Correlations between the pre and post tests are, in many cases, much lower than the reliability estimates given in the test manual. This could quite possibly be due to real changes in reading ability, however. From 2 to 3 points gain in the total comprehension raw score are necessary for a pupil to maintain his percentile rank from grade ten to grade eleven or grade eleven to grade twelve in the national norms for the upper lever Survey Section. This would indicate that the mean differences in Table 32 represent an average growth of two or more years in reading comprehension for each group. Similarly, it takes an increase of approximately five raw score points for a pupil to maintain his percentile rank in total score from tenth to eleventh and eleventh to twelfth grades. Thus the mean gains shown in Table 33 represent from slightly less than one year of growth in some cases to slightly more than one year in others. Due to the lack of significant growth on the vocabulary subtest the total score gains are less than those for comprehension when interpreted as school years.

Table 34 gives the distribution for each grade in quartiles on the national norms for both the pre and post tests. Since there are not separate norms for fall and spring, no interpretation regarding expected growth can be made in this manner. The distributions do show that each group made some improvement. Table 35 shows percentile points at certain

TABLE 30

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION STORY COMPREHENSION RAW SCORES

			Pretest Form A				Posttest Form B&D	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
12	All	26	10.92	5.37	.67	3.74**	13.92	3.70
11	Girls	20	10.00	5.71	.87	3.52**	12.40	4.01
11	Boys	38	8.55	5.42	.50	4.20**	11.92	4.06
10	Girls	56	8.14	4.09	.42	4.67**	10.82	3.88
10	Boys	71	7.90	4.56	.44	6.31**	11.38	4.11

** $p < .01$

TABLE 31

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION VOCABULARY RAW SCORES

			Pretest Form A				Posttest Form B&D	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
12	All	26	23.23	8.78	.45	1.36	25.62	7.85
11	Girls	20	21.40	6.51	.83	1.65	23.40	9.28
11	Boys	38	19.68	8.87	.79	-.97	18.71	9.66
10	Girls	56	17.48	6.34	.68	.25	17.66	6.79
10	Boys	71	17.63	7.21	.70	1.31	18.55	7.84

TABLE 32

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION TOTAL COMPREHENSION RAW SCORES

			Pretest Form A				Posttest Forms B&D	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
12	All	26	17.27	13.00	.23	2.57*	24.08	6.94
11	Girls	20	17.10	7.36	.76	3.81**	21.40	6.60
11	Boys	38	13.74	8.86	.67	4.28**	18.42	6.72
10	Girls	56	13.77	6.44	.61	5.71**	18.02	6.08
10	Boys	71	13.09	6.24	.63	8.17**	18.41	6.42

* $P < .05$
** $P < .01$

TABLE 33

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION TOTAL RAW SCORES

			Pretest Form A				Posttest Forms B&D	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
12	All	26	42.77	12.45	.26	2.83**	50.19	8.50
11	Girls	20	38.65	12.35	.94	5.27**	44.80	14.52
11	Boys	38	34.24	16.23	.87	2.48*	37.50	15.09
10	Girls	56	32.14	10.67	.82	3.76**	35.50	11.32
10	Boys	71	32.20	11.96	.74	4.05**	36.55	12.86

* $P < .05$
** $P < .01$

TABLE 34

DISTRIBUTION BY QUARTILES ON NATIONAL NORMS FOR DIAGNOSTIC READING TEST UPPER LEVEL SURVEY SECTION

				Number of Students*			
	Grade	Month & Year Tested	Test Form	25th %ile	50th %ile	75th %ile	99th %ile
Pretest	11	Nov.'66	A	52	5	1	0
Posttest	11	May '67	B	50	6	1	1
Pretest	10	Nov.'66	A	118	8	1	0
Posttest	10	May '67	B	103	19	4	1
Pretest	12	Nov.'66	A	24	2	0	0
Posttest	12	May '67	B	21	4	1	0

* Number of students ranking in the 1 to 25th percentile; also the number for 26 to 50th percentile, 51 to 75th percentile and 76 to 99th percentile. The percentile is based on the national norms.

levels for total raw score. Each of these percentile points was computed for the one administration of the test pre or post, on just the Wichita corrective reading pupils in that grade. The higher posttest percentile points show that gains were made at practically all levels of ability within the groups.

The results of the Diagnostic Reading Test for the seventh, eighth, and ninth grades, who were given the lower level Survey Section, do not parallel those for the senior high. Comparisons of the mean raw scores on each grade are shown in Tables 36 through 40. It can be seen in Table 36 that the boys in all three grades made significant ($p < .01$) gains on the vocabulary subtest. The mean scores for the girls on the vocabulary subtest also increased for each of the three grades. Although none of the increases for girls were large enough to be significant even at the .05 level of confidence, in two of the three grades by test percentile points shown in Table 41 indicate that improvement in the vocabulary test scores resulted at all levels of ability for the seventh and eighth grades but only for the two lower quartiles in the ninth grade.

It can be seen in Table 37 that pupils in only one group, seventh grade boys, were able to make a significant ($p < .01$) increase in their word recognition mean score. Three of the six groups actually had slight decreases in their mean scores on this subtest. Table 42 shows that the increases were distributed over all levels of ability in the seventh grade while in the eighth grade they were made only at some levels and in the ninth grade there were practically no increases.

TABLE 35

RAW SCORES REPRESENTING LOCAL*
PERCENTILE POINTS FOR DRT TOTAL SCORE

	Test Form	Date of Testing	Scores at 90th %ile	Scores at 75th %ile	Scores at 50th %ile	Scores at 25th %ile	Scores at 10th %ile
Grade 10 N = 127							
Pretest	A	Nov.	46	41	31	23	18
Posttest	B&D	May	53	45	36	28	22
Gain or Loss	-	-	+7	+4	+5	+5	+4
Grade 11 N = 58							
Pretest	A	Nov.	53	45	32	24	17
Posttest	B&D	May	59	49	40	27	17
Gain or Loss	-	-	+6	+4	+8	+3	0

* 1966-67 corrective reading pupils only

TABLE 36

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION VOCABULARY RAW SCORES

			Pretest Form B				Posttest Form A	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	31.22	8.80	.73	.90	32.14	7.60
9	Boys	54	26.54	8.09	.71	3.19**	29.41	8.09
8	Girls	89	27.00	9.46	.77	1.22	27.82	9.00
8	Boys	82	25.50	10.48	.86	5.71**	29.06	10.90
7	Girls	70	22.47	7.47	.58	1.61	23.80	7.55
7	Boys	94	21.45	8.03	.75	2.90**	23.20	8.48

** $p < .01$

TABLE 37

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION WORD RECOGNITION RAW SCORES

			Pretest Form B				Posttest Form A	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	17.81	6.71	.67	-.29	17.57	5.63
9	Boys	54	13.28	4.96	.43	-.17	13.15	5.24
8	Girls	89	14.62	5.70	.64	1.55	15.48	6.55
8	Boys	82	15.06	6.51	.75	-.41	14.85	6.22
7	Girls	70	12.93	5.67	.67	1.61	13.90	6.56
7	Boys	94	11.44	4.87	.60	3.99**	13.34	5.37

** $p < .01$

TABLE 38

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION COMPREHENSION RAW SCORES

			Pretest Form B				Posttest Form A	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	24.43	7.20	.69	-.28	24.16	7.58
9	Boys	54	20.72	7.29	.64	.83	21.43	7.23
8	Girls	89	21.09	7.10	.75	2.89**	22.74	7.86
8	Boys	82	20.37	7.58	.68	2.15*	21.84	7.93
7	Girls	70	16.20	6.33	.55	3.50**	18.86	6.91
7	Boys	94	16.29	6.68	.60	1.43	17.18	6.82

* $p < .05$
** $p < .01$

TABLE 39

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION STORY COMPREHENSION RAW SCORES

			Pretest Form B				Posttest Form A	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	5.97	1.87	.33	2.45*	6.89	2.01
9	Boys	54	6.04	1.96	.36	.05	6.06	2.73
8	Girls	89	5.58	2.16	.27	2.13*	6.24	2.55
8	Boys	82	5.50	2.31	.43	5.02**	7.05	2.84
7	Girls	70	4.93	1.78	.23	1.51	5.40	2.35
7	Boys	94	4.73	2.01	.19	1.81	5.27	2.41

* $p < .05$
** $p < .01$

TABLE 40

COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION READING RATE SCORES

			Pretest Form B				Posttest Form A	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	172.11	49.04	.44	1.68	187.41	53.73
9	Boys	54	155.98	53.80	.47	2.71**	176.96	55.71
8	Girls	89	176.63	56.95	.69	.45	178.78	55.48
8	Boys	82	149.60	54.70	.63	.99	154.73	53.12
7	Girls	70	130.44	43.77	.27	5.27**	167.37	51.77
7	Boys	94	135.08	60.25	.56	5.07**	165.39	62.20

** $p < .01$

TABLE 41

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL VOCABULARY

	Test Form	Date of Testing	Score at 90th %ile	Score at 75th %ile	Score at 50th %ile	Score at 25th %ile	Score at 10th %ile
Grade 9 N = 91							
Pretest	B	Nov.	41	36	28	19	17
Posttest	A	May	41	36	30	26	20
Gain or Loss	-	-	0	0	+2	+7	+3
Grade 8 N = 171							
Pretest	B	Nov.	40	33	26	18	14
Posttest	A	May	41	36	28	21	15
Gain or Loss	-	-	+1	+3	+2	+3	+1
Grade 7 N = 164							
Pretest	B	Nov.	33	28	21	16	12
Posttest	A	May	35	29	23	18	13
Gain or Loss	-	-	+2	+1	+2	+2	+1

* 1966-67 corrective reading pupils only

TABLE 42

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL WORD RECOGNITION

	Test Form	Date of Testing	Score at 90th %ile	Score at 75th %ile	Score at 50th %ile	Score at 25th %ile	Score at 10th %ile
Grade 9 N = 91							
Pretest	B	Nov.	25	18	14	10	8
Posttest	A	May	21	19	14	10	8
Gain or Loss	-	-	-4	+1	0	0	0
Grade 8 N = 171							
Pretest	B	Nov.	24	17	14	10	8
Posttest	A	May	23	19	14	12	9
Gain or Loss	-	-	-1	+2	0	+2	+1
Grade 7 N = 164							
Pretest	B	Nov.	18	15	11	8	7
Posttest	A	May	21	17	12	10	8
Gain or Loss	-	-	+3	+2	+1	+2	+1

* 1966-67 corrective reading pupils only

Highly significant ($p < .01$) gains were made by the seventh and eighth grade girls on the comprehension subtest, mean scores shown in Table 38. Smaller gains were made by the seventh and eighth grade boys while practically no change occurred in the ninth grade scores. Table 43 indicates that gains were made in comprehension scores at all levels of ability in the seventh and eighth grade although greater gains were made at the higher percentile points. Table 43 also shows that there was very little change in the ninth grade comprehension scores.

The story comprehension scores in Table 39 are the results of a comprehension check on the material used to obtain the reading rates shown in Table 40. It can be seen that all groups improved in both reading rate and comprehension for this type of material. It is interesting to note, though inferences should not be drawn at this point, that those groups that made the gains of greatest statistical significance in reading rate made the smallest gains in story comprehension and vice versa.

As with the upper level test, the national norms provided are of limited use for comparisons. Table 44 shows the distributions by quartiles for grades seven and eight on some of the subtests. No norms are available for ninth graders on the lower level test. The norms for the lower level test are characterized by an irregular pattern of raw score increments both from grade to grade at a given percentile point and at different percentile points between two grades. For this reason the differences in mean raw scores on the lower level test have not been interpreted in terms of years of growth.

The Pearson product-moment correlations between the pre and post tests were lower for most groups taking the lower level test and much

TABLE 43

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL COMPREHENSION

	Test Form	Date Of Testing	Scores at 90th %ile	Scores at 75th %ile	Scores at 50th %ile	Scores at 25th %ile	Scores at 10th %ile
Grade 9 N = 91							
Pretest	B	Nov.	32	28	22	16	12
Posttest	A	May	33	28	22	17	12
Gain or Loss	-	-	+1	+0	+0	+1	+0
Grade 8 N = 171							
Pretest	B	Nov.	30	26	21	15	11
Posttest	A	May	33	29	23	16	12
Gain or Loss	-	-	+3	+3	+2	+1	+1
Grade 7 N = 164							
Pretest	B	Nov.	25	20	15	11	8
Posttest	A	May	27	23	17	12	9
Gain or Loss	-	-	+2	+3	+2	+1	+1

* 1966-67 corrective reading pupils only

TABLE 44

DISTRIBUTION BY QUARTILES ON NATIONAL NORMS FOR DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION

				Number of Students*			
	Grade	Month & Year Tested	Test Form	25th %ile	50th %ile	75th %ile	99th %ile
Pretest	8	Nov.'66	B	135	25	11	0
Posttest	8	May ' 67	A	126	36	6	3
Pretest	8	Nov.'66	B	131	31	8	1
Posttest	8	May '67	A	110	47	13	1
Pretest	8	Nov.'66	B	138	21	10	2
Posttest	8	May '67	A	127	30	12	2
Pretest	7	Nov.'66	B	130	27	5	2
Posttest	7	May '67	A	114	39	10	1
Pretest	7	Nov.'66	B	144	15	3	2
Posttest	7	May '67	A	135	22	6	1
Pretest	7	Nov.'66	B	146	16	2	0
Posttest	&	May '67	A	140	21	2	1

* Number of students ranking in the 1 to 25th percentile; also the number for 26 to 50th percentile, 51 to 75th percentile and 76 to 99th percentile. The percentile is based on the national norms.

lower for some groups than either the split half or Kuder-Richardson estimates of reliability given in the test manual. This could well be the result of some real changes in the true rank order of reading ability within the groups, however, since the tests were administered six months apart.

Behavior Checklist

The reading teachers in the junior and senior high schools were asked to rate a random sample, stratified according to grade, school, sex, and race on the behavior checklist. Of the original sample of 140 junior high pupils and 60 senior high pupils pre and post ratings were obtained on 125 in junior high and 49 in high school. Tables 45 and 46 show that both groups had lower mean ratings in the spring than in the fall, with the decrease for junior high being significant at the .05 level of confidence.

The pre and post rating correlation for junior high is the same as for elementary reading teachers, .55. Some of the senior high reading teachers did not rate their pupils on seven of the items. For this reason these items, 4, 8, 9, 13, 25, 28, and 30 were not included on any of the senior high pupils' ratings. The senior high mean scores would be of similar magnitude to the ratings by the reading teachers at the elementary and junior high level if adjusted for this decrease in the number of items. Whether the larger pre and post rating correlation for senior high reading teachers is the result of removing those items from the rating is not known.

TABLE 45

COMPARISON OF FALL AND SPRING RATINGS ON BEHAVIOR CHECKLIST FOR JUNIOR HIGH PUPILS IN TITLE I READING

		Mean	SD	N	r	t
Reading Teachers	Fall	115.3	17.34	125	.55	-2.29*
	Spring	111.9	17.73			

* $p < .05$

TABLE 46

COMPARISON OF FALL AND SPRING RATINGS ON BEHAVIOR CHECKLIST FOR SENIOR HIGH PUPILS IN TITLE I READING

		Mean	SD	N	r	t
Reading Teachers	Fall	91.6	10.58	49	.70	-1.57
	Spring	89.7	11.19			

Questionnaire to Junior High Principals

During May, copies of a questionnaire with some items pertaining to the corrective reading instruction were sent to the principals of the seven Title I junior high schools. A copy of the questionnaire is presented in Appendix A. Four of the seven principals returned completed questionnaires.

Advantages of the program listed by the principals centered around the provision of intensive, individual and small group instruction provided by a specialized teacher with sufficient and appropriate instructional materials. Disadvantages listed included the inability to reach all students in need of the instruction and problems such as scheduling, wide range of abilities, and lack of techniques appropriate for some students. Scheduling problems were cited by three of the four principals.

Concerning the method of diagnosis and selection, one principal felt the need for additional testing, one cited the need for refinements, one was not able to use, and one found it satisfactory. All four principals indicated they felt the organizing of reading groups based upon the type and severity of reading groups was desirable. Suggestions for improvement included the following: (1) make instruction available to all who need it, (2) more instructional materials, fewer students per teacher, and

(3) provide a program for emotionally disturbed students. All four of the respondents rated the overall effectiveness of the reading classes as having "Medium Success".

Questionnaire to Senior High Principals

During May, copies of a questionnaire pertaining to the Title I corrective reading instruction were sent to the principals of the five Title I senior high schools. Three of the five principals returned completed questionnaires. A copy of the form is presented in Appendix A.

Advantages of the corrective reading program cited by the principals included the following: (1) improvement in reading ability, (2) improved attitude toward school, (3) "dropout" rate less for reading pupils, (4) improved self-esteem of pupils, (5) individualized attention, (6) improved motivation, and (7) greater sense of accomplishment. Disadvantages cited were (1) lack of enough reading teachers, (2) inability to reach all students, and (3) some students felt they were "looked down on by fellow students".

The method of diagnosis and selection was thought to be satisfactory by two of the three respondents. One principal felt the need for improvement (more adequate diagnosis). The practice of organizing corrective reading groups based upon the type and severity of reading problem was endorsed by two of the three respondents while one thought the practice might limit the number of students who could be helped.

Concerning problems encountered, one principal found the referred method not desirable for senior high school and one cited limited facilities and equipment with more students in need of help than could be served.

Suggestions for improvement included the following: (1) expand the program with additional teachers and rooms (mentioned twice), (2) lower teacher-pupil ratio, (3) improved diagnosis and selection at lower levels, and (4) scheduling into reading class twice weekly rather than daily. Two of the principals rated the overall effectiveness of the corrective reading program as achieving "Medium Success", and one rated it "Highly Successful".

COMMENTS ON RESULTS

The first objective of the corrective reading program was to increase the word recognition skills and comprehension of the pupils to the point that they could read at the expected level according to their age, grade, and intelligence. The ITBS, CRI, and DRT results indicate that all groups at the elementary and senior high levels and some at the junior high level have made significant improvement in these skills. Fourteen of 23 elementary principals indicated they felt the program was of medium value in increasing pupil's reading competence and 8 felt it was of much value in this area. Senior high principals cited increasing pupil's reading ability as one of the advantages of the program. Improvement of reading skills and reading levels was evident in the case histories of selected reading pupils. It is also evident from all of these sources, however, that after one or one and one half years in the corrective reading program many pupils are reading at levels that are far below their present grade placement. A further analysis to determine how well the present level of performance measures up to an "expected" level of performance according to age, grade, and intelligence is planned.

Another objective was to increase the amount of reading for enjoyment and information. In responses to a questionnaire item regarding changes in pupils' attitude toward reading, 12 reading teachers reported that they had observed in their pupils a greater desire or willingness to read supplementary books and other reading materials, 10 reported that they had observed an increase in the number of books checked out to take home, and four reported that more of their children read newspapers on their own. Of the 80 regular classroom elementary teachers responding to the questionnaire, 28 reported that reading pupils were doing more independent reading. Reading in other subjects was mentioned by 37 regular teachers as an instance of improved performance by corrective reading pupils and performance in specific subject areas was mentioned 34 times in this same category. Seven elementary principals responded that the increase in reading for enjoyment was large enough to be of much value to the reading pupils, while 12 said it was of medium value and 3 rated it of little value.

A third objective was to improve pupils' attitudes toward reading. Forty-five reading teachers gave 94 responses listing 24 different types of indications of positive changes in pupils' attitudes. Such things as more independent reading, voluntary discussions, and other behaviors that indicated an increased interest, willingness and enjoyment in reading activities were mentioned. A large number of regular classroom elementary teachers reported that they had observed more independent reading, more interest in the library, and more interest in reading in general by reading pupils, and a few said the reading pupils had shown more interest in content and an increased eagerness to participate in reading activities. Only 6 of the 80 teachers who responded reported that they had observed no indication of changes in attitudes toward reading by corrective reading pupils. None of the teachers, reading or regular classroom , cited any indications of negative change in pupils' attitudes toward reading. Fourteen elementary school principals rated the reading pupils' attitudes toward reading as much improved while 6 reported medium improvement and 3 reported little improvement in this area. Counselors noted improved attitudes toward reading in the case histories for selected elementary pupils.

In addition to improving attitudes toward reading, it was an objective of the program to improve the reading pupils' attitudes toward themselves and others. Senior high principals listed improved self-esteem of pupils and improved attitudes towards school as advantages of the program. Of the elementary school principals, 11 reported much, 6 reported medium, and 3 reported little improvement in reading pupils' attitudes toward themselves. Reading teachers, regular teachers and counselors cited many indications of improvement in reading pupils' attitude toward themselves. A behavior checklist, marked by the teachers, and a pupil opinion questionnaire, administered to fifth grade pupils were utilized in an attempt to measure the pupils' overall attitude toward school, teachers and others. Scores for all groups were essentially the same or slightly decreased on the posttest. The validity and reliability of these instruments for measuring attitudes has not been substantiated. Neither is it known what is a "normal change in attitudes of pupils as measured by these instruments from beginning to end of the school year. It was noted that the results of the pupil opinion questionnaire for the 1966-67 fifth grade corrective reading pupils were quite similar to those for a control group, tested last year, who were not in corrective reading and were significantly different ($p < .01$) from the results obtained for the 1965-66 reading pupils.

Medium and high ratings of the effectiveness of the corrective reading program by principals and teachers seems to be evidence of the attainment of the objective to improve the overall reading programs of the participating schools. Of the 70 regular classroom elementary teachers who actually rated the effect of the corrective reading program on the pupils, 41 rated it highly beneficial and 20 rated it moderately beneficial. Six elementary school principals reported that their overall reading program was much improved, 14 reported medium improvement, and only 2 reported little improvement.

The sixth objective of the corrective reading program was to devise effective techniques of teaching reading to children retarded in reading. The gains made by many of the pupils in the program are evidence that some effective techniques were used. The effects of techniques devised within the local program can not be separated from the effects of other techniques, however. The junior high principals listed the provision for intensive, individual and small group instruction by a specialized teacher as an advantage of the program, but they also reported a lack of techniques appropriate for some students. Of the 23 elementary school principals responding, seven said much, 13 said medium, and 3 said little value resulted in the area of devising effective techniques for teaching reading.

HOMEMAKING CLASSES

Homemaking classes in foods and clothing for mothers and daughters were included in the Title I project as an extension of the regular homemaking program in junior high schools. By scheduling the classes during the evenings, leisure time of pupils was used constructively, and it became possible to organize with a mother-daughter format.

OBJECTIVES

1. To increase students' knowledge of nutritional needs of family members.
2. To improve the homemaker's ability in planning, buying, preparing and serving the family's food.
3. To teach new ways and more efficient ways to use commodity foods.
4. To improve the students' skill in buying, caring for, renovating, and altering and constructing new clothing for family members.
5. To increase students' desire to learn more about techniques, skills, and attitudes in homemaking and family life.

PROCEDURES

The program was located in homemaking classrooms in five Title I junior high schools, three for the entire year and two for one semester each. The mother-daughter classes were organized as semester classes, one teacher instructing the foods classes and one instructing the clothing classes. The classes met from 7:00 p.m. to 9:00 p.m., two evenings per week for a total of twenty-eight sessions.

Instruction was provided by eight home economics instructors. Instruction was provided in the following: nutrition and meal planning, food buying, preparation and serving, with special emphasis given to the use and preparation of surplus commodities; care, repair and alternation of clothing and household articles; general money management and consumer education; family relations, understanding and caring for children, and pride in self, family and community.

A total of 285 persons were enrolled in the program. This number included 102 adult women and 183 students. Nineteen of the students were boys enrolled in a second semester foods class at one of the junior high schools. The classes were available to parochial school students as well as students of the public junior high schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included records, rating instruments, and questionnaires. The data-gathering schedule was as follows:

Source	Date	Completed by
Anecdotal and other records	Throughout year	Homemaking teachers
Homemaking rating scales	May, 1967	Homemaking teachers
Questionnaires	May, 1967	Principals and homemaking teachers

The homemaking rating scales (foods, clothing) were developed for use with second semester classes only. The questionnaire to teachers pertained to the homemaking classes only. Certain questions in the questionnaire to principals pertained to the homemaking classes. Copies of the questionnaire and rating scales are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables and statements present evaluative information from responses of teachers and principals and from the clothing and foods rating scales.

TABLE 47

RESPONSES OF HOMEMAKING TEACHERS TO QUESTIONS PERTAINING TO VALUE OF TITLE I HOMEMAKING CLASSES

N = 4

	Number of Teachers Selecting Each Response					
Question	Much	Medium	Little	None	No Opinion	No Response
How much value have the homemaking classes had in increasing students' knowledges and skills pertaining to foods and nutrition?	2	1				1
How much value have the classes been in improving students' knowledges and skills pertaining to clothing?	1	2				1
How much success has been experienced in getting participation from mothers in the foods classes?			3			1
How much success has been experienced in getting participation from mothers in the clothing classes?	2	1				1
How much value have the classes been in helping homemakers to perform more efficiently concerning foods and clothing?	1	2	1			

The homemaking teachers were asked for their opinions concerning the overall effectiveness of the Title I homemaking classes. Three of the four respondents rated the classes as achieving medium success. The other teacher rated the classes as highly successful as they existed but of little success as they were designed.

Questionnaires were sent to the principals of the seven Title I junior high schools. Four returned completed questionnaires. Of the four, two were principals of schools with Title I homemaking classes. As perceived by the two respondents, the most beneficial aspects of the classes centered about the following: (1) learning to budget and buy appropriately within means; (2) learning healthful and comfortable home living; and (3) learning responsible use of equipment. One principal observed no "least beneficial" aspects, but the other felt that the length of the series of classes developed a "dropout problem." Suggestions for improvement were as follows: (1) additional publicity; (2) emphasize unique aspects; (3) begin early; (4) possibly offer to boys; (5) offer to those not eligible, but would like training; possibly charge fees; and (6) operate several short-term courses rather than long series.

Rating scales were developed for use in May in both the foods and clothing classes. The forms were not used with first semester classes. Teachers were instructed to complete a form for each student in the classes. A total of 27 forms were returned for students in the foods classes; 68 were returned for students in the clothing classes.

TABLE 48

STUDENTS' AND ADULTS' SKILLS AS SHOWN ON TITLE I
HOMEMAKING (FOODS) RATING SCALE

Number of Students = 18 Number of Adults = 9

Description of Skill	Number Receiving Rating							
	Able to perform with help of adult		Performs with some skill with direction		Performs skillfully and independently		No Rating	
	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.
1. Measuring foods correctly	5		5	5	8	4		
2. Operating and caring for								
a. Gas range	7		3	3	7	5	1	1
b. Electric range	4		3	1	6	7	5	1
c. Garbage disposal	2		3	2	11	7	2	
d. Refrigerator	3		7	3	5	6	3	
3. Using new materials and equipment for cleaning	4		8	3	4	5	2	1
4. Using rules for food sanitation	4		7	2	7	7		
5. Properly caring for dishes and table service	2		4	1	12	8		
6. Recognizing nutritionally balanced meals	3		3		9	9	3	
7. Planning daily menus for good health	2		4	1	8	8	4	
8. Making cost comparisons between basic foods	6		4	4	3	4	5	1

TABLE 49

STUDENTS' AND ADULTS' PERFORMANCE AS SHOWN ON TITLE I HOMEMAKING (FOODS) RATING SCALE

Number of Girls = 18 Number of Adults = 9

Project Completion	Number Receiving Rating					
	Yes		No		No Rating	
	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.
1. Planned menus						
a. Breakfast	15	9	3			
b. Luncheon	13	9	3		2	
c. Dinner	12	9	3		3	
2. Prepared and served well-balanced						
a. Breakfast	13	6	5	3		
b. Luncheon	8	4	9	5	1	
c. Dinner	11	6	5	3	2	
3. Prepared separate food items						
a. Quick breads, biscuits, muffins pancakes, coffee cake	18	9				
b. Yeast breads and rolls	17	8		1	1	
c. Casserole dishes - bulger, spagetti	12	6	5	3	1	
d. Meat dishes - hamburger, weiners stew, poultry, fish	13	6	5	3		
e. Cakes, pies	11	9	5		2	
f. Desserts using dry milk	8	6	8	3	2	
g. Candies	7	4	10	5	1	

TABLE 50

STUDENTS' AND ADULTS' SKILLS AS SHOWN ON TITLE I HOMEMAKING (CLOTHING) RATING SCALE

Number of Students = 36 Number of Adults = 32

Description of Skill	Number Receiving Rating							
	Able to perform with help of adult		Performs with some skill with direction		Performs skillfully and independently		No Rating	
	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.
1. Fitting pattern to body measurements	12	8	13	10	8	14	3	
2. Marking and stitching techniques								
a. Darts	7	6	12	8	13	18	4	
b. Straight stitching	6	4	12	10	14	18	4	
c. Recognizing correct stitch	7	4	11	10	14	18	4	
d. Machine basting	7	4	12	10	14	18	3	
e. Gathering by machine	6	6	12	11	13	15	5	
f. Hemming	6	8	13	8	13	16	4	
g. Trimming seams	6	6	12	8	14	18	4	
h. Putting in a zipper	7	7	13	10	13	15	3	
i. Sewing on buttons, snaps, hooks, eyes	5	3	12	10	15	18	4	1
j. Fastening stitching at ends of seams	5	3	11	6	17	22	3	1
3. Crafts								
a. Knitting			5			1	31	31
b. Embroidery			1				35	32
c. Crochet			1				35	32
4. Correct pressing as garment is being constructed, altered, or renovated	9	3	21	11	5	16	1	2

Table 50 (Cont.)

5. Care of garments and linens	8	5	5	8	9	15	14	4
6. Recognition of quality and price	11	5	3	8	11	15	11	4
7. Opening and closing machine correctly	1	2	4	6	25	20	6	4
8. Oiling and cleaning machine	10	4	5	5	11	16	10	7
9. Changing needle when needed	10	4	4	7	13	16	9	5

Table 51

STUDENTS' AND ADULTS' PERFORMANCE AS SHOWN ON TITLE I HOMEMAKING (CLOTHING) RATING SCALE

Number of Students = 36 Number of Adults = 32

Project Completion	Number Receiving Rating					
	Yes		No		No Rating	
	Stu.	Ad.	Stu.	Ad.	Stu.	Ad.
1. Fitted and altered a pattern	31	32	2		3	
2. Purchased fabric and findings for a garment	29	22	4	10	3	
3. Cut out and marked a garment	33	32			3	
4. Satisfactorily constructed a garment	29	30	1	2	6	
5. Altered or renovated clothing article	13	17	19	15	4	
6. Completed article of table linens	5	8	27	24	4	
7. Installed zipper	31	27	2	5	3	
8. Kinitted, crocheted, or embroidered an article	4	7	22	24	10	1
9. Removed soiled spots from clothing	9	12	20	20	7	
10. Organized and rearranged closet or clothing storage at home	2	3	28	28	6	1
11. Took inventory of clothing on hand and evaluated as to additional needs	17	17	14	15	5	
12. Changed needle; oiled and cleaned machine	21	17	11	13	4	2

Results of ratings on skills related to foods and nutrition are shown in Table 48. Over half the adults, and in some cases all or all but one, were rated as being able to perform skillfully and independently on all skills except measuring foods and making cost comparisons. All adults were able to perform all skills with some skill with direction. Younger students were distributed more evenly over the three ratings with the largest number being rated able to perform skillfully and independently on most skills. In all but three cases less than half the younger students received the highest rating. Table 49 shows that most of the projects listed were completed by from two-thirds to all of the students in the class. The 27 students completed 249 projects.

Results of the clothing rating scale (Table 50) show that slightly over half the adults and slightly less than half the younger students in the clothing class were rated able to perform skillfully and independently on most of the skills listed. Very few students were given ratings on crafts. A third of the younger students and a fourth or more of the adults were able to perform with some skill with direction while a smaller number needed adult help to perform most of the skills other than crafts. Table 51 shows that nearly the entire class completed some of the projects listed while other projects were completed by only a few. In all, 438 projects are listed as completed by the 68 students.

Comments by Pupils in Sewing Classes

"I sure hope they will keep on having those sewing classes. I know other people will enjoy the sewing as my girls and I did."

"Such a help to my daughter. Going with her did a lot for her. I can sew, but I can't explain. I enjoyed it."

"The program was of benefit to me. I learned to save material, do a neater job, and cut a pattern."

"I learned several things about clothing."

"I loved the class. Teacher was wonderful. I've learned more from this class than any other sewing class. I can cut out my own dresses now. I will sew for others as well as for my own family."

"I've begun to do more mending of clothes at home since I started this class."

"I have completed a number of the things that I had started at home since I have learned to make buttonholes and put in zippers. Sewing can really be a lot of fun."

"You know before I started coming to this class, I never checked a garment on the underside to see how well it was constructed. Now I know that I make the saleslady angry because that is one of the first things that I check."

"I really saved a lot of money for Easter on my girls' dresses. I went to Sears and bought enough fabric to make three dresses for the price that I would have had to pay for one."

These comments from some of the pupils in the clothing classes were reported by the teachers. They give some indications of improved skills and changes in attitude and behavior. Comments for pupils in the foods classes were not available.

COMMENTS ON RESULTS

The first three objectives of the homemaking classes were related to foods and nutrition. Of the three teachers who rated the classes, two felt they were of much value and one felt they were of medium value in obtaining their objective to increase the students' knowledge of nutrition. Rating scales used in rating the spring classes indicated that most of the adults and about half of the younger students who were rated were able to perform skillfully and independently in the areas of recognizing nutritionally balanced meals and planning daily menus for good health. Many projects involving planning, buying, preparing and serving food were completed by class members. Principals felt that learning to budget and buy appropriately within means was one of the most beneficial aspects of the classes. Teachers indicated that they had only a little success in getting the participation of mothers in the foods classes.

To improve the students' skill in buying, caring for, renovating, altering and constructing new clothing for family members was the objective of the clothing classes. Of the three teachers rating the classes, one indicated they were of much value and two rated them of medium value in improving students' knowledge and skills pertaining to clothing. Two teachers reported much success, and one reported medium success in getting participation from mothers in the clothing classes. Results of the rating scale show that the pupils completed a large number of projects involving constructing, purchasing, altering or caring for clothing. Many of the pupils had demonstrated the ability necessary to perform skillfully and independently on the many skills listed on the scale. However, others needed direction, and a few were still in need of adult help according to the teachers' ratings.

An overall objective of the homemaking classes was to increase student's desire to learn more about techniques, skills, and attitudes in homemaking and family life. Comments of the pupils and observations by teachers and principals are evidence that such an increase was effected in many of the participants. It was felt, however, that many in the first semester foods classes were not as interested in new and more efficient way to use commodity foods as it was expected that they would be.

INDUSTRIAL ARTS

Industrial arts classes in metals and woodworking for fathers and sons were included in the Title I project as an extension of the regular industrial arts program in junior high schools. By scheduling the classes during the evenings and Saturday mornings, leisure time of pupils was used constructively, and it became possible to organize with a father-son format.

OBJECTIVES

1. To develop familiarity with tools and equipment used in woodworking and metals.
2. To instill interest in seeing projects through to completion.
3. To develop skills and attitudes which lead to more effective uses of leisure time.
4. To strengthen father-son relationships by cooperative endeavors in project work.

PROCEDURES

The program was located in industrial arts classrooms in four Title I junior high schools. Twenty-eight sessions of two hours each were scheduled in woodworking and metals each semester during the year with meetings on Tuesday and Thursday evenings. Twenty-eight sessions of three hours each for different pupils were scheduled in woodworking and metals with meetings on Saturday mornings.

Boys in grades 7, 8, and 9 (and their fathers) who resided in the low-income target areas were eligible for enrollment. Instruction in woodworking and metals was provided by regular industrial arts teachers. Much of the class time was spent in working on projects of the pupils' own choosing. The classes were available to parochial school pupils as well as pupils of the public junior high schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included records maintained by the teachers and questionnaires submitted to teachers and principals in May. The questionnaire to teachers pertained to the industrial arts classes only. Certain questions in the questionnaire to principals pertained to the classes. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following table and statements present evaluative information from the responses of teachers and principals and from comments of parents with boys in the program.

It can be seen from Table 52 that about half of the responding teachers felt the program to be of medium value in increasing skills and information and in improving attitudes and work habits of students. The others felt the program to be of much value. One-third of the number responded that at least medium success had been experienced in securing participation from fathers while five of the nine indicated little success in this area. When rating the overall effectiveness of the

TABLE 52

RESPONSES OF INDUSTRIAL ARTS TEACHERS TO QUESTIONS PERTAINING TO VALUE OF TITLE I INDUSTRIAL ARTS CLASSES

N = 9

	Number of Teachers Selecting Each Response					
Question	Much	Medium	Little	None	No Opinion	No Response
1. How much value have the Title I woodworking classes been in increasing skills and information of students?	3	2				4*
2. How much value have the metals classes been in increasing students' skills and information?	2	2			1*	4*
3. How much value have the classes been in improving attitudes and work habits of students?	5	3				1
4. How much success has been experienced in securing participation from fathers in metal classes? in woods classes?	1	2	5	1		

* Not applicable

Title I industrial arts classes in their schools, six of the nine teachers rated them as highly successful while three rated them as having medium success.

Questionnaires were sent to the principals of the seven Title I junior high schools. Four returned completed questionnaires. Of the four, one was principal of a school with Title I industrial arts classes. This principal indicated he felt the program achieved medium success.

Comments by persons involved in the activities provided another source of opinions regarding the success of the program. Some of the comments are as follows:

A principal commented about the program:

> "Extended the opportunity for students to develop skills. Gave some fathers of students an opportunity to relate to the industrial arts program."

Some comments by parents were:

> "We, including _____, are glad you urged him to complete his cedar chest and do it the right way. _____ has always had a tendency to do things in a slip-shod manner." (The chest won a blue ribbon at an exhibit.)

> "My son planned his studies so that he could attend these evening classes; that alone indicates his interest."

> "I would like to see this program kept in operation even though my boys will be out of junior high next year. It has been a big outside interest of theirs, and they have made some lovely projects which we will use for years to come."

All parental comments reported by the teachers were favorable. Teachers comments on the questionnaires indicated that attendance was a problem in the Saturday morning classes, but not in the evening classes. Some teachers felt that pupils were able to make more progress and had better attendance in their regular class as a result of interest developed in the special classes.

COMMENTS ON RESULTS

Information used to evaluate this part of the Title I project was for the most part limited to that furnished by the teachers in the program. The teachers indicated that medium to much progress was made in increasing skills and information of students. Teachers comments indicated that many students had sufficient interest to complete several projects. Five teachers responded that the classes had much value in improving attitudes and work habits of students while three said they were of medium value in this area. No evidence is available on the pupils use of leisure time other than the fact that they spent a large amount of their time in the classes themselves. All but three teachers reported little or no success in getting participation of fathers in the classes. In the cases where participation was obtained, however, it was felt that the teacher, pupil and father benefited.

INDUSTRIAL ARTS HOME IMPROVEMENT AND REPAIR

A program designed and organized to provide training in home improvement and repair was established for ninth grade boys living in low-income target areas. The program provided opportunities to practice useful skills by working on the boys' own homes. It was believed that such a program would help fill the need for worthwhile summer experiences for low-income boys who were too young to secure a job and/or too unskilled to work part-time.

OBJECTIVES

1. To train youth in the skills and approved practices used in house construction, maintenance, and repair.
2. To practice learned skills in a meaningful situation while working on houses in the community.
3. To improve the economic value of houses and property.
4. To develop positive attitudes toward self and pride in a well-kept house and yard.

PROCEDURES

Pupils from low-income target areas in the ninth grade or higher who were fifteen years of age or older were selected by shop instructors, counselors, and principals. Woodworking shops at two junior high schools served as skill training centers. Four industrial arts instructors, two in each school, worked with teams of boys. The skill training included problem solving, estimating, use of tools, and shop repair work. The practical training and use of learned skills was practiced at the house sites.

Hours spent by the boys in the program were 7:00 a.m. to 11:00 a.m. Monday through Friday. The program extended over a period of eight weeks. The field experience provided opportunities for students to "learn by doing" skills of painting, carpentry, masonry, fence repair, and yard beautification. Consultative service pertaining to home repair and maintenance was provided by instructors to property owners at their request. In some cases the property owner paid for the cost of materials used at his site, but in all cases the labor was performed without cost to the owner. A total of 49 boys participated in the program. This number does not include one boy who worked for one week only. Neither does it include one boy who worked for two weeks only.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included participation statistics and the "Checklist for Evaluation of the Title I Home Improvement and Repair Program." A copy of the checklist was completed at the end of the program by the instructor for each student in the program. Kinds of information obtained from the completed forms included understandings, descriptions of performance, attitudes toward self, others, work and self, attendance information, anecdotal information, and case history information. A copy of the checklist is contained in Appendix A of this report.

PRESENTATION OF DATA

The following tables and statements present summaries of information obtained from the checklist used in the evaluation of the program.

TABLE 53

STUDENTS' UNDERSTANDINGS AND ABILITIES AS SHOWN ON CHECKLIST FOR EVALUATION OF THE TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

N = 49

Description of Knowledge and Skills	Number of Responses Concerning Extent of Understanding or Ability				
	Much	Moderate	Little	None	No Response
1. Knows how to plan and estimate a repair job	12	22	15	0	0
2. Understands the use of wood shop tools	23	18	8	0	0
3. Understands the use of hand tools	27	14	8	0	0

The information in the above table reveals that most of the program participants had at least "moderate" understanding regarding the use of shop and hand tools at the end of the period. Approximately one-third had less than a moderate amount of knowledge pertaining to planning and estimating repair jobs. It is reasonable to assume that students entered the program with varied degrees of understanding and ability and that some of them gained more than others.

TABLE 54

STUDENTS' PERFORMANCE AS SHOWN ON CHECKLIST FOR EVALUATION OF THE TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

N = 49

Description of Performance	Number Completing Yes	Number Completing No
1. Developed a plan for repair, improvement and care of house and yard.	24	23
2. Estimated and computed the labor cost of house improvement.	48	1
3. Estimated and computed the material costs of house improvement.	48	1
4. Estimated and computed the pro rata cost of supervision and general services of an individual project.	46	3
5. Used shop tools in maintenance and repair work.	46	3
6. Has used hand tools in maintenance and repair work.	47	0

It can be seen from the information in Table 54 that most the boys performed the tasks related to the program objectives. The exception is in developing a plan for repair, improvement and care of house and yard where approximately one-half completed the task.

As observed by the teachers (Table 55) the number of boys with good attitudes toward their own houses, work and others almost doubled during the time the program was in progress. The number with good attitudes toward self was approximately one and one-half times as great at the end of the activities. Pre and post attitude observations by parents were available for 25 of the boys. It can be seen that nearly all of the parents indicated good attitudes on the part of the boys at the end of the program.

TABLE 55

NUMBER OF STUDENTS EXHIBITING GOOD, INDIFFERENT, AND POOR ATTITUDES AT BEGINNING AND END OF TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

N = 49

Kind of Attitude and Person Observing	Beginning of Program				End of Program			
	Good	Indifferent	Poor	No Response to Item	Good	Indifferent	Poor	No Response to Item
Toward Own House								
As observed by the teacher	24	18	5	2	45	4	0	0
As indicated by parent *	14	8	2	1	24	0	0	1
Toward Work								
As observed by the teacher	23	16	10	0	41	8	0	0
As indicated by parent *	12	10	2	1	23	1	0	1
Toward Self								
As observed by the teacher	30	18	1	0	44	4	0	1
As indicated by parent *	20	5	0	0	25	0	0	0
Toward Others								
As observed by the teacher	26	20	3	0	46	2	0	1
As indicated by parent *	19	6	0	0	25	0	0	0

* Pre and post attitude observations by parents were available for 25 of the 49 boys.

Information about attendance was provided by the teachers. It was reported that 44 of the boys reported to work on time every day. Five of the remaining six reported to work on time most of the time, and one about half of the time. It was reported that 31 of the 49 boys were in attendance every day of the program. No person was absent in excess of three days. The average number of days present was approximately 39.

Anecdotal information was provided by teachers in the form of comments made by students about themselves, comments about students by fellow workers, and comments made by parents. Also, near the end of the program, teachers wrote brief case histories for many of the students. Comments by students and parents and excerpts from the case histories are presented as follows:

Comments by the Students

"I sure didn't know there was an art to painting."

"I hope they have this program in the senior high schools next year."

"I really wasn't sure I could paint."

"I like to paint. I wish we would have the class all day."

"Why do we have to get up so early?"

"I wish we could paint until school starts."

"Now I know what dad goes through getting up each morning going to a job."

"This oil paint is sure hard to put on."

"I would not like to paint for a living."

"I really didn't think I would like to paint, but it is fun working with the other students."

"If we have the program next year, can I get in?"

"Some day I think I will start my own contracting company."

"This is the hardest work I have ever done."

"Work is for the birds."

"I don't see why we can't have classes like this during the school year. I sure learn a lot more by doing the work than by reading about it."

"I don't see why we have to put two coats of paint on a house. That's a lot of work."

"I didn't know painting was this hard."

"People in the neighborhood have been talking about how nice our home looks."

"I like to paint up high."

"I sure thought this was going to be a waste of time, but I sure did learn a lot."

"I like to trim the windows."

"Now I know how to keep our house looking like new."

"The boys are teasing me."

Comments About Students by Fellow Workers

"_____is a real good worker."

"He doesn't run his mouth as much as he did at first."

"_____is too slow."

"_____is the best worker in the class."

"_____doesn't get much paint on himself, but he gets more painting done than most of the other boys."

"_____was after us about doing a good job while we were painting his house, but he doesn't do such a good job on our house."

"_____plays too much, and we have to do his work."

"_____sure is not afraid."

Comments by Parents

"We didn't think the boys would work this fast and do such a good job."

"The boys sure did a good job on our house. _____ is really enthusiastic about the program."

"We are real happy _____ is in this class because it keeps him out of mischief."

"This program has certainly done much to make _____ more aware of how much work is involved in keeping up a home."

"_____ is real happy with the class. He is up early every morning and is excited about each day."

"I think this is the best program in Wichita. If I can help in any way, let me know."

"_____ has always been slow about getting to places on time, but he has really accepted the responsibility of getting up and on the job."

"This is the first time _____ has got up this early, and I didn't think he could do it."

"We are glad _____ is not loafing this summer."

"_____ has been working around home ever since he started that class. It surely has made a changed boy of him."

"I felt good knowing _____ was going to work each day."

"We would like to see this program run all summer long. We need these programs all over the country."

"I sure wish you could paint all the houses that need it."

"This class is the most worthwhile program that I have seen in Wichita."

"_____ is going to help his father remodel our house. His father has bought a power saw, and they have been planning their work. I didn't know _____ could work until he started to get up at six to go to work and liking it."

"I think this program is wonderful. I only wish my other boys could participate in the program. I don't worry as much about _____ this summer because I know he is working."

"I am glad _____ is learning to work. He doesn't give us much help. Even if he doesn't learn much, we know where he is and are not as worried about him."

"it is hard to imagine that this is the same place."

"I think this is a very good program. David seems to be so happy about being selected to participate."

"We need programs like this all over the city where such work is needed."

"This is a real great program for the community."

"We are very grateful to have this program in our area."

"_____ likes the program but it is hard to get him up on time."

Excerpts from Case Histories Written by Teachers

"_____ has developed from what seemed to be a very clumsy boy into a very careful and skillful painter."

"You only had to tell _____ one time, and he would carry the job to completion without any problems. He also developed into a very good trim man."

"_____ developed into one of our best workers. He was not sure of himself at first. But as he developed confidence in his work, he has become an outstanding student in his class."

"_____ had an indifferent attitude and poor view of work at the outset of this program, but it was very encouraging to see him progress and develop a positive attitude."

"_____ never missed a day's work and was eager to work. He developed confidence each day, and by the end of class, he was talking about painting houses on his own."

"_____ seemed to daydream most of the time. He has shown some improvement since the beginning of the program, but still has a long way to go."

"_____ developed into a very good worker after a slow start."

"..... near the end (of the program) _____ has begun to accept the responsibility of staying with a job until it is finished."

"At the end of the class, he was a good worker and was not visiting near as much as before."

"_____ has developed an attitude from one of indifference to one of thinking the program has done some good."

"_____ was a good worker to start with and progressed each day."

"_____ was the best worker in the program. All of the students liked to work with him because he did more than his part."

"_____ enrolled in this program with a positive attitude toward all aspects of this class. He has worked very hard to learn all he can about the financial aspects of contracting. His work has been outstanding."

"_____ has shown some improvement in his attitude toward work since the beginning of the program."

"_____ developed very slowly in his attitude toward work."

"_____ had a good attitude at the beginning of the class. He developed into a good worker and never missed a day."

"_____ was indifferent about work at first, but after painting his own home, he began to improve. At the end of the program, he was doing a good job."

"_____ was more interested in playing than learning to work. By the end of the program he had made much progress, but he still has far to go."

"After seeing what a little work and paint could do, _____ showed signs of wanting to maintain it (his home) that way."

"_____ was a hard worker, and he especially liked to paint up high where some of the other students were afraid to work. He developed into a very skillful worker by the end of the program."

"As the houses we worked on took on new appearances, the spark of accomplishment changed _____ into a very careful worker."

"_____ didn't like to paint the sides of the house. He liked to trim the windows only. Before the end of the program ended, he was doing all facets of the work."

"_____'s progress can best be described as from carelessness to carefulness."

"It has been most gratifying to see his attitude change from one of indifference toward work to one of pride and skill."

"_____ was arguing with students most of the time. He did learn and develop a small amount of skill, but he needs professional help."

"_____ was a good worker, and his quality was good also."

"He did not cause trouble, but he was a poor worker."

"_____ was a superior worker and student. He caused no trouble at all."

"_____ was an above-average worker. The quality of his work was good."

"_____ was a good worker, dependable and cooperative."

"_____ was working from six to midnight the last two weeks of the program, and as a result was tardy every day. But he did finish the program."

"_____ was an above-average worker and good student. _____ would not lead other students when assigned to do so. He would do the work himself."

"_____ improved from being indifferent to producing good quality work."

The comments by the students as reported by the teachers are indicative of favorable attitudes for the most part. Not many comments about students by fellow workers were reported. The comments by parents are favorable almost without exception. Some refer to changes in the boys' attitudes, some to the value of the work experiences, others to changes in the property, and still others to the overall program.

For the most part, the teachers observed positive changes in skills and attitudes. In only about 10% of the cases was the individual improvement reported as slight. As the program progressed, a few of the boys obtained afternoon employment of a similar nature from individuals in the community.

COMMENTS ON RESULTS

The objectives of the Industrial Arts Home Improvement and Repair activities related to developing and practicing work skills, improving the economic value of property, and the development of attitudes. Two principal sources of evaluative data were reports by the teachers and checklists completed by the teachers on individual participants. The direction of change in work skills and understandings was positive according to the teachers. The numbers of students performing the various tasks while working on houses in the community provide evidence of the practice of work skills.

The materials used on the houses, the hours worked by the boys, and the opinions of the parents and others provide evidence that the economic value of property has improved. Even more important may be the changes in the attitudes of boys, parents, and others in the community. It is recognized that attitude changes are difficult to quantify and that short-term attitude changes may not remain constant. However, the following observations are indicative of changes in a positive direction. The boys were persistent in reporting to work on time. The work attendance record was over 95%. Comments by students and parents indicated changes. Finally, teachers observed improvement in most of the boys.

By providing skills training, practical experience, and involvement in the improvement of the boys' homes, a multiple approach to the solution of educational and educationally related community problems was utilized. In summary, the available evidence points to a high degree of success in the home improvement and repair activities. It is reasonable to hypothesize that the program has exerted significant influence upon the participants and their neighbors.

POST-KINDERGARTEN

A post-kindergarten program was provided during the summer to provide additional experiences to pupils needing further pre-reading before entering first grade. By providing a curriculum of developmental activities emphasizing language development, it was hoped that children would be ready for formal reading activities early in the first grade.

OBJECTIVES

1. To increase the child's vocabulary and ability to communicate verbally.
2. To improve verbal and non-verbal concept levels of children.
3. To improve children's ability to express themselves in non-verbal ways.
4. To improve visual and auditory discrimination.
5. To improve the self concepts of children.
6. To enable children to establish and maintain desirable classroom relationships.
7. To improve the physical and nutritional health of children.

PROCEDURES

A total of fifty-five classes with teachers selected from the regular staff of primary elementary teachers were established in the twenty-four Title I elementary schools. Pupils needing the experience were selected by teachers and principals. A total of 814 pupils, about 15 per class, were enrolled. A variety of learning experiences utilizing varied media were provided. Emphasis was placed upon language development. Activities included the following: creative picture interpretation, pupil-dictated stores, listening to stories, practice with meaningful language patterns, non-verbal activities including art and music, and physical and nutritional activities. Instruction was given for three hours daily for a period of six weeks.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. The principal sources of evaluative data were records and principals' and teachers' responses to questionnaires. Opinions were sought concerning the value of the 1966 post-kindergarten program using questions on the questionnaires submitted in May to principals and selected first grade teachers of the Title I elementary schools. Evaluative data pertaining to the appropriateness of activities and goals of the 1967 program, as well as to the progress of pupils, was gathered by using the "Post-kindergarten Evaluation Sheet" in July of this year. Copies of this instrument and the questionnaires to principals and teachers are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables and statements present evaluative information pertaining to both the 1966 post-kindergarten program and the 1967 program.

Table 56 shows the reactions of school principals in the target area to the 1966 post-kindergarten program. The development of the child's vocabulary and communication skills received the highest rating from

TABLE 56

RESPONSES OF PRINCIPALS CONCERNING
VALUE TO CHILDREN OF 1966 TITLE I POST-KINDERGARTEN PROGRAM

N = 23

Area of Improvement	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Vocabulary and communication skills development	9	11	1			2
b. Growth in creative expression	5	14	2			2
c. Social and attitudinal readiness for first grade experience	8	9	3		1	2
d. Independent and group work habits	3	15	3			2
e. Foundation learnings in academic areas	3	16	2			2
f. Self-image	5	11	2		1	4
All responses combined (%)	24%	55%	9%		1%	10%

principals. Combined responses for all six items listed show nearly one-fourth the principals thought the program was of much value and over half thought it was of medium value to the children who participated.

A questionnaire regarding the Title I program was sent to one randomly-selected teacher in each grade of each of the 24 elementary schools in the target area. Nineteen first grade teachers returned the questionnaire. Table 57 shows how they rated the 1966 post-kindergarten program's effect on the pupils after having some of the pupils who had attended post-kindergarten in their first grade classes.

TABLE 57

RESPONSES OF FIRST GRADE TEACHERS CONCERNING EXTENT OF EFFECT UPON CHILDREN OF 1966 TITLE I POST-KINDERGARTEN PROGRAM

N = 19

Title I Change in School Program	Number of Teachers' Responses About Extent of Effect Upon Children							
	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	No Response
1966 Post-Kindergarten (1st grade teachers only)	8	6	3	1				1

The post-kindergarten program was provided again during the summer of 1967 to 814 pupils. Thirty-eight teachers in the program rated the appropriateness of the program's goals and activities and the progress of pupils in the program. Results of these ratings are shown in Tables 58 and 59. It can be seen that the teachers almost unanimously agree to the appropriateness of the program's goals and activities. Acceptance of self and establishing self-worth received the highest rating for appropriateness. It is also the area in which the highest number of pupils were rated as making progress. Each class contained approximately fifteen pupils. It can be seen in Table 59 that several teachers reported more than thirteen pupils were making progress in some areas. About half the teachers reporting indicated that from eight to twelve pupils were making progress on most of the goals and activities listed.

TABLE 58

RESPONSES OF TEACHERS CONCERNING APPROPRIATENESS OF 1967 POST-KINDERGARTEN GOALS AND ACTIVITIES

N = 38

Goal or Activity	Number Responding				
	Highly Appropriate	Appropriate	Relatively Inappropriate	Highly Inappropriate	No Response to Item
Creative picture interpretation	27	11			
Pupil-dictated stories	25	12	1		
Literature appreciation	27	11			
Practice with meaningful language patterns	24	14			
Building vocabulary	28	10			
Improved articulation and enunciation	12	25			
Acceptance of self; establishing self-worth	30	8			
Building meaningful social relationships	29	9			
Acceptance of errors; openness to experience	16	22			
Non-verbal expression (art, rhythm, etc.)	9	28	1		
Sharpened visual and auditory discrimination	27	11			
Likenesses and differences in visual and oral media	21	17			
Mathematical concepts of size, position, time	13	24			
Successful learner behavior	23	13	1		1
Observation skills--generalization about environment	16	19	3		
Physical coordination	20	16	2		
Body development and exercise	12	23	3		
Nutritional program	13	21	4		
Health habits, body care	15	20	3		

TABLE 59

RESPONSES OF TEACHERS CONCERNING PUPIL PROGRESS IN 1967 TITLE I POST-KINDERGARTEN PROGRAM

Goal or Activity	Number of Teachers Responding About Class Progress N=38				
	0-4 Pupils Making Progress	5-7 Pupils Making Progress	8-12 Pupils Making Progress	13 + Pupils Making Progress	No Response To Item
Creative picture interpretation	4	7	19	7	1
Pupil dictated stories	3	12	18	5	
Literature appreciation	2	3	18	15	
Practice with meaningful language patterns	4	12	18	4	
Building vocabulary	4	10	19	5	
Improved articulation and enunciation	14	13	10		
Acceptance of self; establishing self-worth		5	20	13	
Building meaningful social relationships	3	8	17	10	
Acceptance of errors; openness to experience	5	8	21	4	
Non-verbal expression (art, rhythm, etc.)	7	14	11	5	1
Sharpened visual and auditory discrimination	3	7	25	3	
Likenesses and differences in visual and oral media	2	10	18	7	1
Mathematical concepts of size, position, time	3	12	19	4	
Successful learner behavior	2	9	18	8	1
Observation skills--generalization about environment	6	16	12	4	
Physical coordination	6	6	20	5	1
Body development and exercise	7	10	15	5	1
Nutritional program	8	5	14	9	2
Health habits, body care	8	6	16	6	2

COMMENTS ON RESULTS

The majority of principals and first grade teachers in the target area schools considered the 1966 post-kindergarten program of value to the pupils. Vocabulary and communication skills development and social and attitudinal readiness for first grade were areas rated by principals as being of greatest value. All areas rated were considered to be of at least medium value to the pupils by seventy percent or more of the principals.

Teachers in the 1967 post-kindergarten program almost unanimously rated each of nineteen goals and activities closely related to the program objectives as being appropriate to the needs of children in the program. Most of the teachers reported that a large number of children were making progress on each of these goals and activities.

MUSIC KEYBOARD INSTRUCTION

Using electronic keyboards in providing music experiences for third grade pupils in economically disadvantaged areas was a part of the Title I project. It was felt that the piano keyboard was the most appropriate device for use in teaching music fundamentals. Also, it was felt that pupils in Title I schools were most apt to be deprived of piano keyboard instruction because of their economic status. Third graders were chosen for the music experience because of the desire to provide such experiences in the early school years and because most eight year old children are able to learn the basics of music.

OBJECTIVES

1. To enable children to become better acquanited with the tools and symbols of music.
2. To enable children to acquire the visual pattern of the keyboard needed for better understanding of the musical scale.
3. To improve melodic, rhythmic, harmonic, and other musical concepts.
4. To increase children's interest in music and the piano.
5. To increase children's playing ability.

PROCEDURES

All third grade children in five Title I public elementary schools and one parochial elementary school received the instruction. Twenty-four electronic pianos with the necessary communication centers and wiring were placed in a van which was moved from school to school on a regular basis. Children moved from regular classrooms to the van on a scheduled basis. Instruction was provided by a special music teacher. The time allotted was thirty minutes per week for each group. Approximately 700 third grade children received instruction during the year. Of this number, about 40 were parochial school children.

EVALUATION STRATEGY

The Wood-Boardman Test of Musical Discrimination for the Primary Grades was used as a measure of progress in musical discrimination and in the ability to identify the organization of musical sounds. A description of the test is presented in Appendix B. The test was administered during the fall to all the third grade children in the five Title I public elementary schools (experimental group) and to all the third grade children in five other Title I public elementary schools (control group). The test was readministered to both groups 18 weeks later to obtain posttest data.

Non-test sources of evaluative data included comments by persons involved in the program and responses to questionnaire items. Questionnaires were developed and submitted in May to the principals of the twenty-four Title I elementary schools and to one randomly-selected, regular classroom teacher from each grade level in each of the twenty-four schools. Certain questions in the questionnaires pertained to the evaluation of the music keyboard instruction. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The Wood-Boardman Music Test, given to pupils in the mobile piano class (experimental) and to other third grade pupils who did not have the piano class experience (control group), has six subtests. Subtest 1 measures the child's ability to make gross discriminations regarding rhythmic movement in terms of its overall organization. Subtest 2 measures the child's ability to make somewhat finer discriminations regarding rhythmic movements. Subtest 3 of the test deals with the child's ability to recognize the organization of beats or pulses into accent groupings of two or three. The child's ability to make gross discrimination regarding melodic movement is measured by Subtest 4, and his ability to make a somewhat finer discrimination regarding melodic contour is measured by Subtest 5. Subtest 6 was designed to measure a child's ability to discriminate concerning the formal organization of music. A seventh subtest was constructed for purposes of this experiment to measure the pupils' knowledge of musical symbols that children in the third grade should know, or of which they are aware.

Table 60 gives the unadjusted means and standard deviations of the raw scores on each subtest for both the experimental and control groups. It can be seen that the experimental group made larger gains than the control group on every one of the seven subtests. The posttest scores were subjected to an analysis of covariance using the pretest scores as the concomitant variable. The results shown in Table 61 were that the experimental group did significantly better ($p < .01$) on subtests 1, 2, 3, 4, and 7. The difference in gains on subtests 5 and 6, while not large enough to show statistical significance in the covariance analysis were also in favor of the experimental group.

TABLE 60

PRETEST AND POSTTEST RESULTS FOR EXPERIMENTAL AND CONTROL GROUPS

Subtest	Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain
1	Exp.	535	3.27	1.42	4.72	1.19	1.45
	Cont.	325	3.82	1.39	3.89	1.27	.07
2	Exp.	535	3.66	1.33	4.53	1.12	.87
	Cont	325	3.81	1.22	4.01	1.10	.20
3	Exp.	535	2.66	1.20	3.69	1.45	1.03
	Cont.	325	2.52	1.20	2.58	1.28	.06
4	Exp.	535	3.41	1.69	4.49	1.52	1.08
	Cont.	325	4.03	1.71	4.27	1.67	.24
5	Exp.	535	6.25	1.72	6.53	1.83	.28
	Cont.	325	6.48	1.92	6.33	1.98	-.15
6	Exp.	535	3.67	1.46	4.37	1.53	.70
	Cont.	325	4.28	1.49	4.53	1.39	.25
7	Exp.	535	10.07	2.18	12.52	2.34	2.45
	Cont.	325	10.92	2.55	11.39	2.80	.47

TABLE 61

RESULTS OF EXPERIMENTAL AND CONTROL GROUP COMPARISONS BY ANALYSIS OF COVARIANCE

ubtest	Source of Variation	d f	Adjusted Sums of Squares	Adjusted Mean Square	F	Critical Value of F at .01 level
1	Between Groups	1	133.68	133.68	89.18	6.68
	Within Groups	857	1284.62	1.499		
2	Between Groups	1	56.45	56.45	45.67	6.68
	Within Groups	857	1059.08	1.236		
3	Between Groups	1	246.81	246.81	127.75	6.68
	Within Groups	857	1656.02	1.932		
4	Between Groups	1	23.67	23.67	9.99	6.68
	Within Groups	857	2029.31	2.368		
5	Between Groups	1	9.78	9.78	2.75	6.68
	Within Groups	857	3041.59	3.549		
6	Between Groups	1	1.184	1.184	0.55	6.68
	Within Groups	857	1847.82	2.156		
7	Between Groups	1	288.11	288.11	45.28	6.68
	Within Groups	857	5453.11	6.363		

Five of the twenty-three principals who responded to the questionnaire rated the value of the music keyboard instruction. The following table presents their responses.

TABLE 62

RESPONSES OF ELEMENTARY PRINCIPALS CONCERNING THE VALUE TO CHILDREN OF THE MUSIC KEYBOARD INSTRUCTION

Area of Improvement	Number of Principals Selecting Each Response N = 5				
	Much	Medium	Little	None	No Opinion
a. Making children acquainted with tools and symbols of music	3	2			
b. Improving children's musical skills	4		1		
c. Increasing children's interest in music	3	2			
All responses combined (%)	67%	27%	7%		

It can be seen from Table 62 that the principals responded favorably toward the instruction. Also, comments written by the principals indicated that children were enthusiastic and received benefits from the program. One principal whose school was not included in the activity wrote, "Wish our school had the opportunity of having this instruction."

Five of the third grade regular classroom teachers were teaching in schools having the program and responded concerning the effect upon their children of the music keyboard instruction. The following table presents their responses.

TABLE 63

RESPONSES OF THIRD GRADE REGULAR CLASSROOM TEACHERS CONCERNING THE VALUE TO CHILDREN OF THE MUSIC KEYBOARD INSTRUCTION

N = 5

Title I Activity	Number of Teachers Selecting Each Response						
	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental
Music keyboard instruction (3rd grade teachers only)	2	2	1				

Table 63 reveals that four of the five teachers felt that the program was moderately or highly beneficial to their pupils. The teacher who responded that the extent of effect was slightly beneficial commented that the period of time used was not long enough to ascertain the benefit. Excerpts from the comments of the other four teachers are as follows:

> "Children very interested, and many are inspired to take lessons this summer as a result of their experiences this year."
>
> "This gave some of my children experiences with music they may not have ever had -- good program."
>
> "Good -- but seems very expensive."
>
> "This gave the children an educational experience they could receive no other way."

COMMENTS ON RESULTS

The results indicate that the piano class experience was beneficial as far as achievement in music as measured by the Wood-Boardman Test was concerned. The group receiving the keyboard instruction scored higher than the control group on all seven of the subtests. The difference was found to be statistically significant on five of the subtests.

Teachers and principals indicated on questionnaires that they felt the instruction to be beneficial to children in interest and achievement. Both the ratings and the comments were favorable for the most part.

It is recognized that the nature of the equipment may help produce more effect than might be produced in an experiment without such equipment. At this time it cannot be ascertained just how much of the program's success can be attributed to the motivational nature of the electronic pianos. Perhaps future studies can be designed to provide such information. At any rate, the data available for the past year provide evidence of the success of the program.

PHYSICAL FITNESS

One of the objectives of the Title I project was to improve the physical health of children in economically impoverished areas. Closely related to improvement of physical health is the improvement of physical skills. It was felt that an increase in teaching services and additional expendable equipment and supplies were needed in the Title I elementary schools to help overcome health deficiencies in children.

OBJECTIVES

1. To improve the physical fitness of children.
2. To improve the attitudes of children toward physical education.
3. To improve the overall physical education program in Title I schools in a better balanced program of activities.
4. To improve the physical education teaching competence of classroom teachers.

PROCEDURES

Six physical education instructors were employed to provide services to the Title I elementary schools. The six instructors implemented a well-planned program of instruction in grades 3-6 on a scheduled school-to-school basis. Each school was visited by an instructor a minimum of once per week. Classroom teachers worked long with the instructor in following the program of instruction. Activities taught included those designed to develop skills, rhythm, body control, endurance and strength.

Additional expendable equipment and supplies such as basketballs, volleyballs, soccerballs, footballs, softballs, tetherballs and jumping ropes were purchased for use in each elementary school. A total outlay of $2,600 was spent for additional equipment and supplies.

EVALUATION STRATEGY

Both test and non-test sources of data were used in the evaluation of the physical fitness services. The American Association for Health, Physical Education, and Recreation (AAHPER) Youth Fitness Test was administered in the fall and again in the spring to the sixth grade classes in six of the 24 Title I elementary schools, to the fifth grade classes in six different schools, to the fourth grade classes in six different schools, and to the third trade classes in five of the six remaining schools. One of the Title I schools already had a physical education teacher and was not used in the testing for the Title I project.

Non-test sources of evaluation data included anecdotal and other records and the professional opinions of the physical education teachers, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to the six physical education teachers, the twenty-four elementary principals, and one randomly selected, regular classroom teacher from each grade level in each of the twenty-four schools. The questionnaire to physical education teachers pertained to the Title I physical fitness program only. Certain questions in the questionnaires to principals and teachers pertained to the physical fitness program. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The AAHPER Youth Fitness Test is composed of a series of exercises including situps, 50-yard dash, softball throw, shuttle run, pull-ups or flexed-arm hang, standing broadjump, and 600 yard walk and run. The test is administered by counting, measuring, or timing the pupils' performance in each of the exercises. Modified pull-ups were substituted for the flexed-arm hang for girls. National norms are available for the test giving percentile for each age group of boys and girls starting with age ten. Tables 64 through 71 contain the means and standard deviations for both the fall and spring performance on each exercise in the test for both boys and girls in grades three through six. Pupils from at least one grade in each of the twenty-three schools that participated are included. For the groups whose mean age appeared to be near enough to ten years the mean scores were converted to percentiles for a mythical pupil of the mean age for the group. The change in percentile rank for the mean scores converted in this way should give some idea of the portent of the groups' mean gain. In those exercises involving numbers or distances positive change represents improvement, while negative change represents improvement in those exercises measured in seconds. With only two exceptions, the 50 yard dash for fifth grade boys and sixth grade girls, all groups made improvement in their mean scores for each of the exercises. Tables 68 and 69 also include columns showing the differences in the fiftieth percentile points for 10 and 11 year olds for each exercise. Tables 70 and 71 show them for 11 and 12 year olds. These values should be an estimation of an "expected" amount of change for an "average" child in one full year at that age. Although too much importance should probably not be placed on these, they do give another indication of the meaning of the changes in mean scores. The pretest and posttest were administered at the beginning and end of the school year. Consequently, the observed gains represent only a seven or eight month period instead of a full year.

TABLE 64

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE GIRLS

N = 16 Mean Age = 8.31

Measure	Pretest	Posttest	Gain
Sit-ups (number)			
Mean	24.06	46.88	+22.82
SD	15.80	15.08	
50 Yard Dash (seconds)			
Mean	10.13	9.74	-.39
SD	1.06	.78	
Softball Throw (feet)			
Mean	35.94	39.50	+3.56
SD	8.84	13.16	
Shuttle Run (seconds)			
Mean	14.44	13.13	-1.31
SD	3.12	1.43	
Broad Jump (inches)			
Mean	42.19	44.00	+1.81
SD	7.17	8.55	
600 Yd. Walk-Run (seconds)			
Mean	230.69	213.44	-17.25
SD	32.52	65.64	

TABLE 65

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE BOYS

N = 22

Mean Age = 8.23

Measure	Pretest	Posttest	Gain
Sit-ups (number)			
Mean	19.55	47.36	+27.81
SD	12.63	31.49	
50 Yard Dash (seconds)			
Mean	9.65	9.14	-.51
SD	1.25	1.06	
Softball Throw (feet)			
Mean	59.09	71.82	+12.73
SD	15.11	15.38	
Shuttle Run (seconds)			
Mean	13.14	11.97	-1.17
SD	1.25	.93	
Pull-ups (number)			
Mean	2.41	2.95	+.54
SD	1.97	2.34	
Broad Jump(inches)			
Mean	49.64	53.68	+4.04
SD	6.89	6.73	
600 Yd. Walk-Run (seconds)			
Mean	218.09	204.91	-13.18
SD	24.49	34.55	

TABLE 66

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE GIRLS

N = 51

Mean Age = 9.16

Measure	Pretest	Posttest	Gain
Sit-ups (number)			
Mean	22.90	38.02	+15.12
SD	17.59	17.30	
Percentile	30th	59th	+29
50 Yard Dash (seconds)			
Mean	9.47	8.94	-.53
SD	.78	.72	
Percentile	14th	33rd	+19
Softball Throw (feet)			
Mean	44.80	52.41	+7.61
SD	13.89	19.78	
Percentile	35th	55th	+20
Shuttle Run (seconds)			
Mean	12.62	11.87	-.75
SD	1.11	.97	
Percentile	25th	50th	+25
Modified Pull-ups (number)			
Mean	5.45	7.45	+2.00
SD	7.99	9.37	
Broad Jump(inches)			
Mean	45.94	50.90	+4.96
SD	6.89	7.73	
Percentile	12th	30th	+18
600 Yd. Walk-Run (seconds)			
Mean	218.25	209.18	-9.07
SD	30.03	36.44	
Percentile	7th	9th	+2

TABLE 67

RESULT OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE BOYS

N = 49 Mean Age = 9.33

Measure	Pretest	Posttest	Gain
Sit-ups (number)			
Mean	44.16	59.88	+15.72
SD	38.31	34.28	
Percentile	52nd	72nd	+20
50 Yard Dash (seconds)			
Mean	9.40	8.92	-.48
SD	.52	.67	
Percentile	11th	23rd	+12
Softball Throw (feet)			
Mean	79.47	88.59	+9.12
SD	17.31	18.74	
Percentile	22nd	35th	+13
Shuttle Run (seconds)			
Mean	12.65	11.85	-.80
SD	1.70	1.34	
Percentile	9th	23rd	+14
Pull-ups (number)			
Mean	2.84	3.18	+.34
SD	2.60	2.67	
Percentile	50th	60th	+10
Broad Jump (inches)			
Mean	49.20	53.02	+3.82
SD	8.13	7.90	
Percentile	6th	20th	+14
600 Yd. Walk-Run (seconds)			
Mean	195.86	193.67	-2.19
SD	28.52	32.96	
Percentile	7th	9th	+2

TABLE 68

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FIFTH GRADE GIRLS

N = 32 Mean Age = 10.66

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 10 and 11 Year Old Girls
Sit-ups (number)				
Mean	30.31	43.41	+13.10	-1
SD	17.00	12.68		
Percentile	45th	66th	+21	
50 Yard Dash (seconds)				
Mean	9.70	9.12	-.58	-.1
SD	1.21	.89		
Percentile	10th	22nd	+12	
Softball Throw (feet)				
Mean	52.06	55.44	+3.38	+9
SD	22.70	22.52		
Percentile	55th	62nd	+7	
Shuttle Run (seconds)				
Mean	13.29	13.23	-.06	-.2
SD	2.86	1.45		
Percentile	9th	9th	0	
Broad Jump (inches)				
Mean	44.38	48.16	+3.78	+3
SD	8.40	9.47		
Percentile	9th	20th	+11	
600 Yd. Walk-Run (seconds)				
Mean	205.81	187.05	-18.76	+1
SD	22.19	43.69		
Percentile	10th	25th	+15	

TABLE 69

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FIFTH GRADE BOYS

N = 44 Mean Age = 10.45

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 10 and 11 Year Old Boys
Sit-ups (number)				
Mean	48.50	63.91	+15.41	+5
SD	32.32	33.04		
Percentile	55th	74th	+19	
50 Yard Dash (seconds)				
Mean	9.10	9.35	+.25	-.2
SD	1.00	1.50		
Percentile	15th	12th	-3	
Softball Throw (feet)				
Mean	89.48	98.43	+8.95	+15
SD	24.08	24.96		
Percentile	36th	55th	+19	
Shuttle Run (seconds)				
Mean	12.43	12.16	-.27	-.1
SD	1.62	1.10		
Percentile	12th	16th	+4	
Pull-ups (number)				
Mean	2.66	3.39	+.73	0
SD	2.80	3.28		
Percentile	50th	60th	+10	
Broad Jump(inches)				
Mean	52.15	55.98	+3.83	+2
SD	11.18	9.80		
Percentile	15th	30th	+15	
600 Yd. Walk-Run (seconds)				
Mean	191.82	175.43	-16.39	-6
SD	28.09	27.08		
Percentile	9th	20th	+11	

TABLE 70

RESULTS OF AAHPER YOUTH FITNESS TEST FOR SIXTH GRADE GIRLS

N = 33 Mean Age = 10.97

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 11 and 12 Year Old Girls
Sit-ups (number)				
Mean	23.79	43.36	+19.57	+2
SD	13.21	22.07		
Percentile	34th	66th	+32	
50 Yard Dash (seconds)				
Mean	8.41	8.51	+ 0.10	-.2
SD	.91	1.16		
Percentile	50th	45th	-5	
Softball Throw (feet)				
Mean	59.12	67.88	+ 8.76	+5
SD	18.70	20.33		
Percentile	50th	66th	+16	
Shuttle Run (seconds)				
Mean	12.88	11.57	- 1.31	-.1
SD	2.33	1.17		
Percentile	16th	55th	+39	
Modified Pull-ups (number)				
Mean	9.82	9.61	- 0.21	
SD	11.58	12.96		
Broad Jump (inches)				
Mean	52.02	54.74	+ 2.72	+2
SD	8.35	11.95		
Percentile	25th	35th	+10	
600 Yd. Walk-Run (seconds)				
Mean	203.73	188.39	-15.34	0
SD	30.26	25.26		
Percentile	19th	31st	+12	

TABLE 71

RESULTS OF AAHPER YOUTH FITNESS TEST FOR SIXTH GRADE BOYS

N = 42 Mean Age 11.21

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 11 and 12 Year Old Boys
Sit-ups (number)				
Mean	29.62	56.36	+26.74	+4
SD	22.47	35.76		
Percentile	29th	66th	+37	
50 Yd. Dash (seconds)				
Mean	8.40	8.35	-.05	-.2
SD	1.07	.93		
Percentile	30th	33rd	+3	
Softball Throw (feet)				
Mean	100.74	112.67	+11.93	+9
SD	18.00	22.09		
Percentile	35th	54th	+19	
Shuttle Run (seconds)				
Mean	12.02	10.71	-1.31	-.1
SD	1.29	.76		
Percentile	14th	70th	+56	
Pull-ups (number)				
Mean	3.24	3.36	+.12	0
SD	2.72	3.01		
Percentile	66th	67th	+1	
Broad Jump (inches)				
Mean	58.45	61.69	+3.24	+4
SD	7.64	9.80		
Percentile	32nd	50th	+18	
600 Yd. Walk-Run (seconds)				
Mean	194.57	186.86	-7.71	-6
SD	28.20	33.33		
Percentile	9th	11th	+2	

Three of the six physical education teachers returned completed questionnaires. Their responses regarding changes in pupils and teachers are shown in Table 72. Written responses were condensed into a few words per comment in some cases.

TABLE 72

RESPONSES OF THREE PHYSICAL EDUCATION TEACHERS TO QUESTIONNAIRE FOR EVALUATION OF THE TITLE I PHYSICAL FITNESS PROGRAM

Response	Number giving each response*
1. Indications of improvement in children's physical fitness	
Children know how to do different types of exercises; more physically able to perform	1
Increased strength, higher energy level	1
Wider variety of skills	1
Improved foot, hand, and body control	1
2. Noticeable changes in pupils' attitudes	
Much more enjoyment of rhythms	1
Increased enthusiasm for activity, eagerness	2
Attempts to excel	1
Overcoming fear of being inferior	1
3. Way classroom teacher competence has improved	
Feel more confident	1
Improved knowledge of techniques, activities, and equipment use.	2
Improved approach to teaching P.E.	1

* Some teachers gave more than one response per item.

Completed questionnaires were returned by twenty-three of the twenty-four principals. Principals were asked to rate the value of the Title I physical fitness program in four different areas. These areas and their ratings are shown in Table 73. It can be seen that more than eighty percent of the combined responses for all four areas place a medium or higher value on the area being rated.

TABLE 73

RESPONSES OF PRINCIPALS CONCERNING VALUE TO CHILDREN OF TITLE I PHYSICAL FITNESS

N = 23

Areas of Improvement	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Children's physical fitness	8	12	2	1		
b. Better balanced program of activities	12	8	2	1		
c. Classroom teacher competence improvement	5	10	6	2		
d. Use of additional supplies	9	11	1	1	1	
All responses combined (%)	37%	45%	12%	5%	1%	

The principals were also asked to list the most beneficial and least beneficial aspects of the Title I physical fitness program. Their responses are shown in Table 74. The written responses have been condensed to a few words.

Availability of trained physical education instructors, benefits to pupils, and improved classroom teacher competence in physical education

TABLE 74

RESPONSES OF PRINCIPALS REGARDING BENEFICIAL ASPECTS OF TITLE I PHYSICAL FITNESS PROGRAM

N = 23

Responses	Number giving each response
Most beneficial aspects	
Trained instructors	8
Benefit to boys and girls	4
Pupils' attitudes and enjoyment	2
Good program and improved teacher competence	4
Better-balanced program	1
Good program can prevent discipline problems	1
No response to item	3
Least beneficial aspects	
Additional equipment	1
Lack of variety and excessive testing	1
Insufficient time allottments	2
Not enough carryover to classroom teachers	4
None	2
No response to item	13

were most often mentioned as the most beneficial aspects of the program. However, not enough carryover to classroom teachers was mentioned four times as a least beneficial aspect of the program.

On the questionnaire sent to classroom teachers, they were asked to rate the additional physical education teachers and supplies provided by the Title I physical fitness program. One hundred thirty-three of the 168 teachers in the sample surveyed returned completed questionnaires. Their ratings of the teachers and supplies according to the extent of their effect upon the children are shown in Table 75.

TABLE 75

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE EFFECT UPON CHILDREN OF TITLE I PHYSICAL FITNESS PROGRAM

N = 133

Title I Change in School Program	Number of Teachers' Responses About Extent of Effect Upon Children								
	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderatley Detrimental	Highly Detrimental	Not Applicable	No Response to item
Additional physical education teachers	65	27	12	7	1			11	10
Additional physical education supplies	41	22	11	13				23	22

Sixty-five teachers, nearly one-half of those returning questionnaires, rated the additional physical education teachers highly beneficial and twenty-seven rated them moderately beneficial. Fewer teachers rated the additional supplies. All teachers may not have known which supplies were furnished by the Title I program.

Comments of Regular Classroom Teachers

"The specialized physical education teacher created interest in physical fitness skills. He definitely strengthened our physical education program."

"One well-structured physical education lesson a week has been beneficial."

"Children are receiving better instruction in physical education because in most instances a major in physical education is doing the instructing."

"Teachers taught more and better physical education it seemed."

"Definitely a help on improving skills and helping the regular teacher."

"Not nearly enough equipment for our children."

"Very beneficial to help teachers learn techniques for teaching and working with groups of children."

"Supplies were used mostly by the physical education teacher. However we always had plenty of balls for games that smaller groups could play and therefore more student involvement."

"I can't see where much advantages have developed from the physical education program."

"More supplies to work with, much easier to develop skills."

"Very good. I think our physical education teacher has taught the children a wide assortment of exercises as well as self discipline."

"I believe children received training in more areas of physical activities."

"Wonderful! The children love the exercises they have."

"Outside of the testing I could not see any real value."

"A physical education teacher once a week was very helpful. Children learned much from him."

"Released regular teacher to work with children who have special needs."

"Lots of ropes, balls, etc. (very good.)"

"The physical education teacher was not here often enough. We need a full time physical education teacher."

"Additional supplies have given each child a chance to participate at the same time in many instances."

"All children have gained tremendously in physical skills."

"We have had all the physical education supplies needed for the first time."

"A definite advantage. He (physical education teacher) worked with equipment that as a classroom teacher was reluctant to use."

"The children do enjoy this extra time each week. They hold it as something special."

Comments of Physical Education Teachers

"I believe pupils and teachers have been helped to have a better program."

"Enthusiasm for physical education increased each week."

"Several teachers indicated to me that another teacher handling physical education got better response from the children."

"I got many comments that the children enjoyed physical education and wished they had more physical education than they had at present."

All comments collected from teachers have not been presented. Those above were selected as typical of the total group's reactions. Not all are favorable, but the majority are quite favorable. Many teachers felt that the program improved both the physical fitness of the children and their attitudes toward exercise and physical education.

COMMENTS ON RESULTS

Results of the AAHPER Youth Fitness Test indicate that a great deal of progress has been made in increasing the physical fitness of pupils in the Title I schools. The physical education teachers reported other indications of improved physical fitness. Eight of the twenty-three elementary school principals reporting said the program was of much value,and twelve said it was of medium value in improving pupils' physical fitness. Some of the comments of classroom teachers referred to the value of the program in improving the physical skills of their pupils.

The classroom teacher's comments indicated that many of them felt the program was of great value in improving the children's interest in physical education. Physical education teachers cited more enjoyment, increased enthusiasm, and attempts to excel in physical activities as indications of improved attitudes.

Twelve principals reported that the program was of much value in providing a better balanced program of activities, and eight said that it was of medium value in this area. Many classroom teachers commented that the special physical education teachers and supplies greatly enhanced the physical education program in their school.

The program received a slightly lower rating on improving the competence of classroom teachers in teaching physical education than on some of the other areas. Five principals indicated that the program was of much value, ten said medium value, six said little value, and two said it was of no value in this area. Four principals listed lack of carryover to classroom teachers as the least beneficial aspect of the program, while four others said that improved teacher competence was the most beneficial aspect of the program. Physical education teachers cited more confidence, improved knowledge, and improved approach in teaching physical education as ways the classroom teachers had improved.

A few of the classroom teacher's comments mentioned ways the special teachers had helped them improve their competence in teaching physical education.

Overall the test results and opinions of persons involved seem to indicate that the Title I physical education program made a significant contribution to the physical education programs and pupils in the target area schools.

FOOD SERVICE

One of the observed characteristics of some children in Title I schools was malnutrition. Inadequate diets resulted in the need for aid to children and parents. The food service component of the Title I project had two parts: (1) servings of milk and crackers to kindergarten children in Title I elementary schools, and (2) hot lunches available to all children in two Title I elementary schools.

OBJECTIVES

1. To improve the diets of children in low income areas.
2. To help children and their parents understand the value of good nutrition.

PROCEDURES

Kindergarten children in the twenty-four Title I elementary schools were supplied servings of milk and crackers daily to supplement their diets. In addition to this service, pupils in grades one through six in two public elementary schools were served hot lunches throughout the year. Food provided for the lunches at the two schools was prepared at nearby secondary schools and transported to the elementary schools where it was served. Milk and crackers were sold and delivered to the schools by private companies.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included records and the professional opinions of principals. A questionnaire was developed and submitted in May to the principals of the twenty-four Title I elementary schools. Certain questions on the questionnaire pertained to the evaluation of the food service. A copy of the questionnaire is included in Appendix A of this report.

PRESENTATION OF DATA

Records pertaining to the food service revealed that about 2,000 kindergarten children were served milk and crackers daily in the twenty-four elementary schools. Throughout the year a total of 70,636 hot lunches were served in one of the Title I elementary schools. A total of 36,199 lunches were served in the other. Thus a total of 106,835 hot lunches were served in the two schools. A subsidy of 16½¢ per lunch was paid from Title I funds in partial support of the hot lunch program. Approximately $11.00 per pupil was furnished from Title I funds to the milk and crackers program.

Two of the questionns on the questionnaire to elementary principals pertained to the value of the kindergarten milk and crackers program. Table 76 presents their responses. The data reveal that about 60% of the principals felt the milk and crackers to be of much value in overcoming deficiencies in pupils' diets while about one out of six felt the value to be medium. Over one-half of the principals responded that the milk and crackers were of more than a little value in ways other than overcoming diet deficiencies.

TABLE 76

PRINCIPALS' RESPONSES CONCERNING THE VALUE OF THE KINDERGARTEN MILK AND CRACKERS PROGRAM

N = 23

Area of Value	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
Overcoming deficiencies in pupils' diets	14	4	5			
Other than overcoming diet deficiencies	8	6	2	1	2	4

Comments of the two principals of the schools where the hot lunches were served were requested. When commenting on the most beneficial aspects of the hot lunch program, both principals commented similarly. Their comments follow:

> "Provided a balanced meal once per day for needy students."
>
> "Provided an opportunity for many pupils to have at least one balanced meal a day."

Comments about the least beneficial aspects pertained to the supervision required of teachers and the fact that some pupils could not afford to pay the difference between the subsidy and the cost of the meals.

The principals were asked to rate the value of the Title I hot lunch program. One principal responded that it had much value. The other principal failed to respond to the item.

COMMENTS ON RESULTS

The primary purpose of the food service was to improve the diets of children in low-income areas. The principals responses indicated that they felt the program benefited children.

The number of kindergarten children who were served milk and crackers daily, and the number of hot lunches served in the two schools throughout the year, provided evidence that the program was beneficial. It is reasonable to assume that the services helped to meet needs related to nutrition and health.

HEALTH SERVICE

One of the identified characteristics of a substantial number of young children in low income areas was poor physical health including dental deficiencies. Therefore, one of the objectives of the Title I project was to improve the physical health of school children. By providing additional nursing services to Title I schools, and by providing dental care on the basis of need and financial ability of parents, it was believed that children's physical stamina and overall performance would be enhanced.

OBJECTIVES

1. To improve the nursing services to pupils.
2. To provide additional health services as a resource to teachers.
3. To improve the consultative nursing service to families.
4. To improve the dental health of children.

PROCEDURES

Five nurses were employed to provide additional health services to the twenty-four Title I elementary schools. In addition to providing nursing services to individual pupils, the nurses worked more closely with teachers and had additional time for making home calls and conferring with parents.

Instead of spreading the services of the five additional nurses over the total twenty-four schools, the five were added to the regular nursing staff and reapportionments of assigned time were made. This added approximately 150 hours of health services per week to the twenty-four schools.

In cooperation with the Wichita Dental Society, the dental program which was started during the spring semester of the 1965-66 school year was continued in the twenty-four Title I elementary schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included records and professional opinions of nurses, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to seventeen school nurses (some of these served non-Title I schools as well as Title I schools), the twenty-four principals of Title I elementary schools, and one randomly-selected, regular classroom teacher from each grade level in each of the twenty-four schools. The questionnaire to nurses pertained to the Title I health services only. Certain questions in the questionnaires to principals and teachers pertained to the evaluation of the health services. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of nurses, principals, and regular classroom teachers of the twenty-four Title I elementary schools. In cases where written comments by the respondents have been presented, they have been condensed into a few words per comment.

Table 77 shows the responses of nurses regarding the value to each of several areas where additional time gained from the addition of five

TABLE 77

RESPONSES OF NURSES CONCERNING THE VALUE OF ADDITIONAL HEALTH SERVICES

N = 16

Health Service Activities	Number of Nurses Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Health counseling with individual children	9	6	1			
b. Health counseling at school with parents	1	8	7			
c. Making home calls	9	5	1			1
d. Arranging for dental work for children	14	2				
e. Making health referrals to other agencies	5	6	4			1
f. Vision and hearing checking	6	7	2			1
g. Counsulting with teachers and participating in classroom activities	6	9	1			
h. Meeting needs related to immunization of pupils	1	4	7	3		1
All responses combined (%)	40%	37%	18%	2%		4%

TABLE 78

RANKING OF ACTIVITIES BY NURSES ACCORDING TO TIME SPENT DURING 1966-67

N = 16

Health Service Activities	Number of Nurses Responding Concerning Time Spent								
	Most	Second Highest	Third Highest	Fourth Highest	Fifth Highest	Sixth Highest	Next to least	Least	Not Rated
a. Health counseling with individual children	6	4	4	1	1			1	1
b. Health counseling at school with parents		1		4	1	3	4	2	1
c. Making home calls		3	4	5	3				1
d. Arranging for dental work for children	4	4	2		3	2			1
e. Making health referrals to other agencies			2		1	4	3	4	2
f. Vision and hearing checking	6		3	1	2	1	1		2
g. Consulting with teachers and participating in classroom activities	1	3		4	4	1	2		1
h. Meeting needs related to immunization of pupils						3	4	8	1

TABLE 79

RESPONSES OF PRINCIPALS CONCERNING VALUE AS A RESULT OF TITLE I HEALTH SERVICES

N = 23

Health Service Activities	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Additional nursing services in helping individual pupils	17	5		1		
b. Additional nursing services as a resource to teachers	13	8	1	1		
c. Additional nursing services in making home calls and conferring with parents	17	4	1	1		
d. Dental assistance provided to pupils	17	4	1	1		
All responses combined (%)	70%	23%	3%	4%		

TABLE 80

BENEFICIAL ASPECTS OF TITLE I HEALTH SERVICES PROGRAM AS SEEN BY SCHOOL PRINCIPALS

Comments of Principals	Number Making Comment
Most beneficial aspects	
Additional nursing service at school	9
Greater opportunity to work with parents	5
Dental assistance	2
Additional time, money and service	1
Health education program	1
Resource to teachers	1
Home calls and resource to teachers	1
Early identification of problems and follow-up	1
No response to item	2
Least beneficial aspects	
Lack of enough assigned time	2
Not enough money to help all who need it	1
Assistance concerning immunization needs	1
Working with teachers in health education	1
Resources for eyeglasses	1
Routine clerical tasks	1
None	1
No response to item	15

nurses has been utilized. Arranging for dental work for children received the highest rating. Health counseling with individual children and making home calls were also rated high. The nurses were also asked to rank the areas according to the amount of time spent on each of them. Results of these rankings are shown in Table 78. The responses indicate that the greatest amount of time for most nurses was spent in health counseling with individual children, arranging for dental work for children, and checking vision and hearing. Most nurses spent the least amount of time or near the least in meeting needs related to immunization of pupils.

It can be seen in Table 79 that seventy percent of the principals in the target area schools felt the additional services and dental assistance were of much value. Another twenty-three percent said they were of medium value. Additional nursing service as a resource to teachers received a slightly lower rating from principals than other areas listed, although it too was rated medium or much value by all but two principals. Principals were also asked to list the most beneficial and least beneficial aspects of the health services program. These comments are shown in Table 80.

A sample of regular classroom teachers in the target area schools were asked to rate the additional nursing services according to the extent that these services had directly affected children. Results of their ratings can be seen in Table 81. Fifty-five teachers said the services were highly beneficial, and twenty-seven said they were moderately beneficial while only eight rated them slightly beneficial and eight said they had no effect upon the children.

TABLE 81

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE EFFECT UPON CHILDREN OF TITLE I ADDITIONAL HEALTH SERVICES

N = 133

	Number of Teachers' Responses About Extent of Effect Upon Children								
Title I Addition to the Regular School Program.	Highly Beneficial	Moderatley Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable	No Response to Item
Additional nursing services	55	27	8	8				14	20

(Note: One teacher responded with "No opinion" written in the blank spaces.)

One of the functions of the school nurse was to assist in implementing the dental program. Children from Title I areas were selected on the basis of need and financial ability of the family. Priorities in the program were for the prevention of pain and infection, but some correction work was done.

Past experience had indicated that the average cost of each referral was approximately $50.00. Enough Title I funds for 680 referrals were budgeted. The 680 referrals were distributed to the twenty-four Title I public elementary schools, seven non-public elementary schools in Title I areas, and seven Title I public junior high schools. Most of the referrals which were allocated were used during the year. Table 82 presents a summary of dental referrals allocated and dental referrals used during 1966-67.

TABLE 82

DENTAL REFERRALS ALLOCATED AND USED DURING 1966-67

	Allocation	Number Used
Public Elementary Schools	569	558
Non-Public Elementary Schools	49	29
Public Junior High Schools	62	57
Other (Lake Afton School for Boys)		12
Total	680	656

COMMENTS ON RESULTS

Records kept by school nurses and the questionnaire responses of nurses, principals, and teachers provided evidence that the health services provided under Title I were beneficial to boys and girls. Almost two-thirds of the regular classroom teachers who responded to the questionnaire indicated that the services were either moderately beneficial or highly beneficial. Nurses and principals responded favorably concerning the value of the additional health services to nursing services to pupils. Related to improvement of nursing services to pupils was the improvement of dental health of children. Most of the nurses and principals responded that the additional services were of much value in dental assistance. Perhaps even more convincing is the report of 656 dental referrals used during the year.

Was the additional health service beneficial in providing assistance to teachers? Responses of nurses and principals indicated that it was.

Concerning the provision of consultative nursing service to parents, the additional time made it possible for more home calls to be made. Also, one-half of the nurses felt the additional service was of medium value in health counseling at school with parents.

GUIDANCE AND COUNSELING

One of the identified needs of elementary school children in economically impoverished areas was the need for more counseling service. Characteristics of some of the children in Title I elementary schools included the following: performance on standardized tests of achievement and ability below that which was expected; below grade level performance in classwork; and emotional and social instability. It was believed that additional counseling service would help each child to approach more closely the maximum educational growth in accordance with his potentialities.

OBJECTIVES

1. To better enable parents, teachers, and pupils to establish realistic goals and improved educational plans by assessing and interpreting the potential of pupils.
2. To assist in preventing and seeking solutions to problems of pupils which interfere with learning.

PROCEDURES

Five counselors were employed to provide additional counseling service to the twenty-four Title I elementary schools. In addition to counseling individual pupils, the counselors worked closely with corrective reading teachers in implementing the reading program, assisted teachers in understanding and working with pupils, performed testing and test interpretation, made home calls and conferred with parents at school, and made pupil case studies.

Instead of spreading the services of the five additional counselors over the total twenty-four schools, the five were added to the regular counseling staff and reapportionments of assigned time were made. This added approximately 150 hours of counseling time per week to the twenty-four schools.

EVALUATION STRATEGY

While no tests were used specifically to assess the effectiveness of this service, it was assumed that changes in the scores of identified pupils on standardized achievement tests, given to evaluate reading progress, would assist in evaluating this activity. Non-test sources of evaluative data included records and professional opinions of counselors, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to nineteen elementary school counselors (some of these served schools other than Title I as well as Title I), the twenty-four elementary principals, and one randomly-selected classroom teacher from each grade level in each of the twenty-four schools. The questionnaire to counselors pertained to the Title I guidance and counseling services only. Certain questions in the questionnaires to principals and teachers pertained to the evaluation of the guidance and counseling services. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of counselors, principals, and regular classroom teachers of the twenty-four Title I elementary schools.

TABLE 83

RESPONSES OF COUNSELORS CONCERNING THE VALUE OF TITLE I ADDITIONAL COUNSELING TIME

N = 17

Activity	Number of Counselors Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Counseling with children in Title I reading program.	4	7	4	2		
b. Consulting with corrective reading teachers about pupils.	7	7	2	1		
c. Consulting with classroom teachers about corrective reading pupils.	1	10	5	1		
d. Consulting with parents of corrective reading pupils.		5	10	2		
e. Assisting with testing and placement of corrective reading pupils.	4	6	4	3		
All responses combined (%)	19%	41%	29%	11%		

Completed questionnaires were returned by seventeen of the nineteen counselors surveyed. Their responses indicate that about two out of five felt the additional counseling time to be of medium benefit overall. One out of five felt it to be of much benefit. The responses were less favorable concerning consulting with parents of corrective reading pupils where only five of the seventeen felt it to be of medium value. That this area benefited the least of the five named is borne out by the information in Table 84. The information in this table shows that counselors spent the least amount of time consulting with parents of corrective reading pupils.

The greatest amounts of time, considering the five areas listed, were spent in consulting with corrective reading children and their reading teachers. Also, it is evident that assisting with testing and placement of corrective reading pupils was important in time spent.

TABLE 84

RANKING OF ACTIVITIES BY COUNSELORS
ACCORDING TO TIME SPENT DURING 1966-67

N = 17

	Response Concerning Time Spent					
Activity	Most Time Spent	Second Highest Amount	Third Highest Amount	Next To Least Amount	Least Amount	None
a. Counseling with children in Title I reading program	4	5	4	1	1	2
b. Consulting with corrective reading teachers about pupils	8	4	3	1		1
c. Consulting with classroom teachers about corrective reading pupils	3	2	3	5	3	1
d. Consulting with parents of corrective reading pupils			1	8	6	2
e. Assisting with testing and placement of corrective reading pupils	2	5	4		5	1

Completed questionnaires were returned by twenty-three of the twenty-four Title I elementary school principals. The information in Table 85 indicates that the principals believed the counseling services listed benefited by the Title I assistance.

TABLE 85

RESPONSES OF PRINCIPALS CONCERNING THE EXTENT OF BENEFIT TO PUPILS AND TEACHERS OF TITLE I GUIDANCE AND COUNSELING

N = 23

itle I Counseling Services	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Counseling individual pupils	13	7	1		1	1
b. Testing and test interpretation	11	7	3			2
c. As a resource person to teachers	10	8	2		1	2
d. Home calls and conferring with parents	8	12	2			1
All responses combined (%)	46%	37%	9%		2%	6%

Table 86 presents a summary of comments by the principals in response to the questionnaire item about the most beneficial aspects and the least beneficial aspects of the Title I counseling service. When commenting on the most beneficial aspects, two-thirds of the respondents referred in some way to the additional time. Five of the eight who wrote comments concerning the least beneficial aspects believed that counseling time was insufficient.

TABLE 86

COMMENTS OF ELEMENTARY PRINCIPALS ABOUT TITLE I ADDITIONAL COUNSELING SERVICE

N = 23

Comments of Principals	Number Making Comment
Most beneficial aspect	
Additional time	9
Additional time for pupils	1
Additional time for counseling children and conferring with teachers and parents	6
All aspects	2
Assistance to parents	1
Counselor herself	1
Diagnostic information to the school	1
No response to item	2
Least beneficial aspect	
Not enough time	5
Efforts to improve attendance of pupils	1
Resource to teachers	1
Counseling with parents	1
None	2
No response to item	13

TABLE 87

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE EXTENT OF THE EFFECT UPON CHILDREN OF TITLE I ADDITIONAL COUNSELING SERVICE

N = 133

Title I Addition to the Regular School Program	Number of Teachers' Responses About Extent of Effect Upon Children								
	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable	No Response To Item
Additional counseling service	51	21	17	11	0	1	0	17	14

(Note: One teacher responded with "more days" written in the blank space.)

A total of 133 of the 168 regular classroom teachers who were surveyed returned questionnaires. It can be seen in Table 87 that about 100 of them responded about the extent of the effect of the additional counseling service upon children. About three out of four of these indicated they felt the service to be more than slightly beneficial. Only one teacher responded that the additional service was detrimental.

COMMENTS ON RESULTS

The responses of counselors, principals, and regular classroom teachers indicated that the additional counseling service was beneficial to boys and girls. Since a major purpose of the additional service was to support the corrective reading program, counselors were asked to respond to items pertaining to it. Most of the counselors responded that they felt the additional service benefited corrective reading pupils.

The principals were asked to respond concerning the value of the additional counseling service to the school as a whole. Their responses were favorable. At the same time, the principals called attention to the need for still more counseling service. When asked to respond concerning the value of the additional counseling service to children in their school, about two-thirds of the teachers responded favorably.

Progress of corrective reading pupils is reported in another section of this report. Since much of the additional counseling service was directed toward corrective reading pupils, their parents, and their teachers, it is reasonable to assume that changes in reading achievement were due in part to the Title I counseling service.

LIBRARY SERVICES

In recognition of the important position of the library in the school program, particularly in the teaching of reading, library services were expanded as a component of the Title I project. Assistance to the twenty-four Title I elementary schools was furnished in the form of additional librarians and library aides.

OBJECTIVES

1. To meet library needs of individual pupils.
2. To encourage maximum use of instructional materials by teachers and pupils.
3. To provide for greater flexibility in library scheduling.
4. To increase the use of librarians as resource personnel for teachers.

PROCEDURES

Six librarians and six library aides were employed to provide additional library service to Title I schools. Two of the six librarians were employed three days per week, and four were employed five days per week. The six library aides were employed full-time. In addition to the six librarians and six aides provided for Title I elementary schools, one librarian and one aide were employed using Title I funds to serve at the library demonstration center. This report does not include an evaluation of their services.

The services of the six librarians and six aides serving Title I elementary schools were spread over the twenty-four schools. In this way, most of the twenty-four schools received the services of an additional librarian and aide for one day per week. A few schools received two additional days of service. In most cases the Title I librarians were scheduled at the schools on days when the regular librarian was present. Additional service to corrective reading pupils and their teachers, as well as additional service to pupils and teachers other than corrective reading, was provided. The aides assisted the librarians in processing, shelving, materials preparation, card filing, and in performing other tasks assigned by the librarians.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. As in the case of the counseling service, it was assumed that changes in the scores of pupils on standardized achievement tests, given to evaluate reading progress, would assist in evaluating this activity. Non-test sources of evaluative data included records and professional opinions of librarians, principals, and regular classroom teachers.

Questionnaires were developed and submitted in May to Title I and regular librarians in the twenty-four elementary schools, the principals of the twenty-four schools, and one randomly-selected classroom teacher from each grade level in each of the schools. The questionnaire to librarians pertained to the library service only. Certain questions on the questionnaires to principals and teachers pertained to the evaluation of the library service. Copies of the questionnaires are contained in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of librarians, principals, and regular classroom teachers of the twenty-four Title I elementary schools.

TABLE 88

RESPONSES OF LIBRARIANS TO QUESTION PERTAINING TO VALUE OF TITLE I ADDITIONAL LIBRARY SERVICES

N = 24

Of what value has the additional time and services been in the following?	Number of Librarians Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
Working directly with pupils in corrective reading classes	4	5	5	8	2	
Working directly with teachers of corrective reading	6	9	7		1	1
Selection of materials for children with reading problems	17	6	1			
Providing more flexibility in scheduling of all classes	13	4	3	2	1	1
Utilizing to a greater extent all instructional materials	15	8				1
Providing improved services to teachers and pupils other than those in corrective reading	19	5				
All responses combined (%)	51%	26%	11%	7%	3%	2%

TABLE 89

WAYS LIBRARIAN AIDES ASSISTED LIBRARIANS IN IN TITLE I ELEMENTARY SCHOOLS

N = 24

Ways of Assisting	Number of Librarians Responding*
Shelving tasks	14
Preparation and maintenance of card files	12
Vertical filing	8
Mending	6
Typing for variety of purposes	4
Processing books and materials	6
Preparing bulletin boards	4
Tracing missing books	3
Preparing transparencies and other materials	3
Preparing lists and bibliographies	2
Keeping acquisition records	1
Checking materials in and out	2
Assisting children with machines	2
Ordering materials	1

* Some librarians cited more than one way the aide assisted in the library.

The information in Table 88 indicates that the additional services were of greatest value in the selection of reading materials for children with reading problems, utilizing to a greater extent all instructional materials, and providing improved services to teachers and pupils other than those in corrective reading. At the same time over one-half of the librarians responded that the service was of value in working directly with corrective reading pupils and most of them responded favorably concerning the value in working directly with corrective reading teachers. Also, flexibility in class scheduling appeared to have improved.

Librarians were requested to list ways the aides assisted them in their work. Table 89 presents a summary of the responses. It can be seen that the aides assisted in performing a number of important tasks. Thus the librarians were able to perform services of a more professional nature.

Principals were asked to rate the value of the additional library services provided by Title I in providing flexibility in scheduling, meeting individual needs of pupils, making maximum use of instructional materials, and as a resource for teachers. Considering the responses for all four areas combined, over one-fourth indicated much value while over one-half of the others indicated medium value. Comments of the principals concerning most beneficial aspects and least beneficial aspects are summarized in Table 91.

TABLE 90

RESPONSES OF PRINCIPALS TO QUESTION PERTAINING TO BENEFIT AS A RESULT OF TITLE I LIBRARY SERVICES

N = 23

How much value, if any, have the additional library services provided by Title I been in the following?	Number of Principals Selecting Each Response					
	Much	Medium	Little	None	No Opinion	No Response
a. Providing flexibility in scheduling	8	7	5	3		
b. Meeting individual needs of pupils	6	15	2			
c. Maximum use of all instructional materials	8	13	2			
d. Resource personnel for teachers	4	15	4			
All responses combined	28%	54%	14%	3%		

TABLE 91

COMMENTS OF ELEMENTARY PRINCIPALS ABOUT TITLE I ADDITIONAL LIBRARY SERVICES

N = 23

Area and Comments	Number
Most beneficial aspects	
Assistance to regular librarian	8
Increased usage of facilities and materials	4
Additional books and materials	2
Resource for teachers	1
Added amount of service	1
Getting work done more promptly	1
Good librarian valuable	1
Improved instruction	1
All aspects	1
No response to item	2
Lease beneficial aspects	
Both librarians present on same day	2
Librarian's aide	1
Hard to coordinate four day program between two librarians	1
Not used scheduling a great deal	1
As resource personnel for teachers	1
None	2
No response to item	15

Regular classroom teachers were asked to respond to a question pertaining to the extent of the effect upon children of various Title I activities. Table 92 shows how they responded about the additional library service. Over 40% of the responding teachers felt the additional services to be highly beneficial, and almost 30% felt them to be moderately beneficial. Only 11 teachers responded with "No Effect", and none indicated that they believed the services to be detrimental.

TABLE 92

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING EXTENT OF EFFECT UPON CHILDREN OF TITLE I ADDITIONAL LIBRARY SERVICES

N = 133

	Number of Teachers' Responses About Extent of Effect Upon Children								
Title I Service	Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable	No Response to Item
Additional library services	54	38	13	11				2	15

COMMENTS ON RESULTS

One of the objectives of the Title I library service was to meet the library needs of individual pupils. Responses to questionnaire items for the most part indicate this was accomplished by working directly with pupils and in the selection of reading materials. Twenty-one of twenty-three principals responded that medium or much value was observed in this respect. Librarians and principals agreed that the additional service was valuable in the utilization of instruction materials. About two-thirds of the librarians and about two-thirds of the principals said the Title I library service was of medium or much value in providing flexibility in scheduling.

There was evidence that the librarian's use as a resource person for teachers was increased. Librarians and principals responded that this was the case. Also, the assistance given by the aides made it possible for the librarians to spend more time than before with teachers and pupils.

Progress of corrective reading pupils is reported in another section of this report. Since some of the additional library service was directed toward corrective reading pupils and corrective reading teachers, it is reasonable to assume that changes in reading achievement were due in part to the Title I library service.

THRESHOLD READING

The first grade threshold reading program was a new project approved under Title I for the 1967 summer school program. It extended the basic first grade reading program into summer school providing additional instruction to pupils who had not progressed sufficiently in basic reading skills. In this way selected pupils were expected to be better prepared for second grade through the added emphasis on beginning reading skills.

OBJECTIVES

1. To increase children's basic reading vocabularies.
2. To advance pupils in their instructional reading levels.
3. To increase children's interest in reading and improve their attitude toward reading.
4. To increase children's usage of library materials.

PROCEDURES

The program was organized as a part of the summer school program. Regular primary classroom teachers were employed to provide instruction. Scholarships were furnished to pupils in the twenty-four Title I elementary schools. Forty classes were organized in the twenty-four schools. An average of ten each, 400 pupils, were enrolled in the forty classes. Classes met for two hours daily for six weeks.

A variety of instructional materials and teaching techniques were employed by the teachers. The small number in each class made it possible to concentrate on weaknesses in skills for individual pupils. Activities reported by the teachers included story composition, oral reading, listening to story tapes, use of filmstrips, use of different kinds of phonics materials, use of library books, and use of the Reading Round Table Series.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. The principal source of evaluative data was an evaluation form completed at the end of the six-weeks period by threshold reading teachers. Part of the items on the form pertained to changes which were observed in pupils. Responses to these items provided information related to the objectives of the program. Responses to other items on the form provided other information of value to administrators in planning future programs. A copy of the form is contained in Appendix A.

PRESENTATION OF DATA

A total of 28 of the threshold reading teachers returned copies of the forms for evaluation. The 28 teachers represented 35 of the 40 classes and 341 of the 400 children.

Each teacher was asked to record the number of pupils in her class who "made substantial progress in reading skills" during the six-weeks period. The teachers recorded a total of 223 or about 65% of the 341.

The teachers were requested to estimate within certain ranges the vocabulary gains of pupils in terms of new words learned during the six weeks. The following table presents the responses of the teachers.

TABLE 93

THRESHOLD READING TEACHERS' RESPONSES CONCERNING PUPILS' GAINS IN NEW VOCABULARY WORDS

Number of New Words Learned	Number of Pupils Who Achieved*
0 - 15	86
15 - 30	98
30 - 45	88
45 - 60	39
Above 60	19

* One teacher did not respond with numbers.

In addition to reporting vocabulary gains, threshold reading teachers were asked to record numbers of pupils who advanced in reading instructional levels. The following table presents the totals as reported by the teachers.

TABLE 94

THRESHOLD READING TEACHERS' RESPONSES CONCERNING PUPILS' ADVANCEMENT IN INSTRUCTIONAL LEVELS

Instructional Reading Level	Number of Pupils Making Advancement*
PP_1 to PP_2	6
PP_2 to PP_3	32
PP_3 to Primer	86
Primer to 1st Reader	108
Completed 1st Reader	41

* Some pupils were reported as making advancement other than that indicated by the five categories.

Each teacher was asked to record the number of pupils in her class who "appeared to increase their interest and improve their attitude toward reading" during the six weeks. The teachers recorded a total of 234 or about 69% of the 341.

One item on the questionnaire pertained directly to children's use of library materials. Teachers were requested to comment briefly on changes (if any) observed in their pupils' use of library materials during the six weeks. Some of the comments revealed that teachers felt changes had occurred. Other teachers responded that no apparent changes had taken place. Some of these reported high interest in library books and materials from the beginning of the classes. The teachers' comments are as follows:

> "There was much interest in the library period. Children enjoyed having a librarian too."
>
> "The majority of the pupils enjoyed reading books and magazines. Four pupils began checking out three books a week during the final two weeks."
>
> "They seemed to enjoy their library books from the beginning. They all checked out books and were very good about returning them on time so they could take another one home."
>
> "The boys and girls enjoyed library books although it is difficult to find library books that they are able to read independently with ease."
>
> "They enjoyed checking out library books and reading or having them read to them."
>
> "Pupils are more enthusiastic about taking books home to read. They are able to search and read widely varied sources of materials."
>
> "Pupils are now able to select and read widely and creatively many sources of materials."
>
> "Our uses stayed somewhat the same. We checked out, read, and acted out library stories. Books were taken home too. We used the library tapes and viewed film strips which were accompanied by records."

"They were introduced to many new library books by way of film strips, records, books and going to library. They heard many stories which they wanted to read for themselves after hearing once from teacher."

"No changes - all seemed to have been interested in checking out books and some reading them for recreation."

"They all seemed to enjoy reading more at free time and they were all interested in books they could read at home."

"Quite a few were more interested in checking out books they could read than books their mothers could read to them."

"Most of the children returned books for exchange every two or three days. (However, they were not able to do very much sharing, except to ask the teacher to read parts, etc.) The nine books for which we used tapes became very popular."

"They were eager to check out more than one book a week. Eight of them enjoyed reading their library books to fellow class members. Five children obtained a city library card (two already had cards) so they could continue reading."

"None obvious. Our librarian did not have sufficient time to have a full library period. (We just check books in and out.)"

"Pupils seemed to take more interest and time in selecting easy books that they could read themselves or with very little help."

"We visited the library once each week and the children checked out two books. We discussed authors and the children gained appreciation of certain authors' works. I also read a book each day on a variety of topics."

"This group of children did not seem to take as active interest in the library as did the first group."

"Near the middle of the term the children (some) began selecting books related to the stores in basic text. Some were able to give brief reviews."

"Extremely anxious. Applied their skills more readily. At this level-just so many and no more can be used. I also used tapes and books from curriculum."

"Most of the children checked out many library books - of course many were used merely for picture study, but the interest was there."

"They were happy to check out books each week. They did enjoy them and return them in good condition. Most of them were not read carefully to them."

"Children became enthusiastic about checking books out. We did this every morning as soon as children arrived. They learned to do this by themselves by placing check-out card in alphabetical file. They also showed interest in books of literature and poetry read to them."

"The children were very interested in the library books. I had two girls that read over 25 books and 6 that read from 15 to 20 books. The parents sent back notes that their child had read the book."

"Children were more anxious to take books from both room and library. Were able to find some books on their interest level. Shared stories with classmates."

COMMENTS ON RESULTS

The information reported by teachers on the form for evaluation indicated that progress toward objectives was made. Most of the 341 pupils receiving instruction from the 28 responding teachers were reported to have gained in their basic reading vocabularies. Over 70% were reported to have gained 15 or more new words. This was similar to the observations concerning advancement in instructional level where some 80% of the pupils were reported to have advanced from one level to the next highest. Consistent also was the opinion that about 69% of the pupils improved in interest and attitude toward reading and that 65% made substantial progress in reading skills.

The comments by teachers provide additional evidence concerning interest in reading and attitudes as well as information about use of library reading materials. Comments were favorable for the most part.

The evaluation of this Title I activity, as was the case for some of the other activities, was limited by a number of factors. The evaluation form provided about the only source of data. Also, it is difficult to assess with accuracy reading achievement over a short period of time. The new words learned may or may not require relearning. Further, it was not known how much favor the halo effect produced.

On the other hand, much credence may be placed in the observations of professional reading teachers. Changes in a positive direction and amount of change were reported consistently. On the basis of the information furnished by the teachers, the threshold reading program may be judged successful. It is reasonable to predict that the participating first graders will be more likely to succeed in second grade reading because of the experience.

FORWARD BOUND SUMMER CAMPING

Pupils living in low income areas often are deprived of participation in summer activities such as crafts, recreational hobbies, club activities, leadership opportunities and camping activities. Unless the leisure time of young adolescents is channeled into productive activities, lessening of the self-concept, aimlessness and delinquency may result. The Forward Bound Summer Camping Program was designed to provide desirable summer experiences for pupils who could not otherwise participate in such activities. Attention was given to worthwhile leisure time activities, citizenship, and health.

OBJECTIVES

1. To provide activities that lead to the worthy use of leisure time.
2. To provide desirable experiences for promotion of citizenship development.
3. To promote good health habits leading to health improvement.

PROCEDURES

Arrangements were made to utilize the facilities of Camp Wood near Elmdale, Kansas, for a two-week summer camp experience for a maximum of 575 boys and girls. An experienced resident camp director was assisted by camp counselors, junior counselors, cooks, nurse, and other supportive personnel. A structured program of activities included outdoor activities emphasizing sports, cabin activities emphasizing crafts, and general activities emphasizing group participation. Opportunities for leadership, competition, and development of self-concept were provided.

Campers were allowed to choose activities, and both individual and group instruction were given. Some group participation was required. Health improvement was given careful consideration. Medical examinations were a prerequisite for admittance to the program. A nurse was in residence, and a camp physician was on call. A balanced diet was provided. Transportation to and from camp was provided.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this component of the Title I project. Non-test sources of evaluative data included participation statistics, checklists completed for each camper, and anecdotal information. The program was designed to increase opportunity, participation, and skill development. It was assumed that participation in the program would contribute to worthwhile use of leisure time, citizenship responsibility, and health improvement. A copy of the checklist completed for each camper during his last two days of camp is included in Appendix A of this report.

PRESENTATION OF DATA

While the attainment of desirable changes in pupil's attitudes, habits, and health was the long range goal of the program, the immediate success of the program may be measured in part by the extent of participation in the activities. The following tables present information about the extent of participation and attainment.

TABLE 95

EXTENT OF PARTICIPATION IN TITLE I FORWARD BOUND PROGRAM

Date of Camp	Boy's Attendance	Girl's Attendance	Total Attendance
June 18 - July 2	43	47	90
July 2 - July 16	40	52	92
August 6 - August 12	14	78	92
August 13 - August 26	97	65	162
Total	258	178	436

TABLE 96

NUMBER OF PARTICIPANTS BY AGE GROUPS IN TITLE I FORWARD BOUND PROGRAM

Ages	Boys	Girls	Total
5-11	29	6	35
12-14	153	91	244
15-17	76	81	157
Total	258	178	436

A total of 3,248 contacts were made by mail and 238 calls were made to homes without telephones in order to enroll pupils in the program. In all 618 pupils were enrolled of which 436 actually participated. Tables 95 and 96 give a breakdown of the participants according to sex, age, and session attended.

A completed checklist was returned for 354 of the campers. The camp counselors rated each of these campers "yes" or "no" according to whether or not the camper had attained each of the short range goals related to attitudes and habits that the program was designed to develop. While several campers were rated as having attained all of the goals listed, none of the goals were attained by all of the campers who were rated. All of the campers who were rated had attained some of the goals that were listed. Table 97 shows the number that were rated as having attained each of the goals.

There was a place for anecdotal information on the lower part of the checklist form used in evaluating each camper's performance. Providing anecdotal information was optional. Comments appeared on the forms for 114 of the campers. As might be expected there was much variety in the length and content of the statements. Some cited examples of progress, others cited the lack of it. Problems which were experienced by some of the campers were listed. Varying degrees of responsibility shown by the campers were noted. Some exerted leadership; others were lacking in initiative and responsibility. Overall, it appeared that the campers were cooperative and profited from the two weeks camping experience.

TABLE 97

RESULTS OF CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM

Description	Number Attaining
1. Activities leading to the worthy use of leisure time	
a. Participation with some proficiency in at least three outdoor sports	309
b. Completion of at least three cabin activities	328
c. Participation in at least one evening program	314
d. Demonstration of ability to use time wisely without coercion	259
2. Experiences promoting citizenship development	
a. Planning cooperatively for outdoor and cabin activities	297
b. Participation in coeducational activities	318
c. Participation in flag ceremonies	314
d. Attendance at religious activities according to personal preference	343
e. Display of respect for camp leaders	302
f. Following camp regulations	294
g. Assuming responsibility for own conduct	277
3. Habits leading to health improvement	
a. Daily attention to proper grooming of hair, teeth, hands and body	294
b. Keeping cabin and camp area neat, clean, and free of refuse	235
c. Practice of safety particularly with water activities and camp fires	333
d. Eating adequate balanced diet	326
e. Refraining from wasting food	320
f. Reporting accidents promptly for treatment	336
g. Practice of regular exercise	304
h. Getting adequate rest	332
i. Demonstration of pride and concern about personal health	320

COMMENTS ON RESULTS

The objectives of the Forward Bound Summer Camping program related to (1) the provision of experiences pertaining to worthy use of leisure time and citizenship development and (2) the promotion of good health habits. The success of such a program may be judged in part by observing the extent of participation and the completion of specific activities.

The fact that 436 boys and girls were provided two weeks of camping experience supervised by competent camp counselors is some evidence that the program was a success. It is reasonable to assume that many, if not most, of them would not have had the opportunity otherwise.

Additional evidence was provided by the counselors. Over 300 of the campers were reported to have achieved 14 of the 20 short range goals designed to lead to worthy use of leisure time, promote citizenship development, and improve health. Over 225 achieved the remaining six goals.

Amounts of growth in children's habits and attitudes were not measured. The extent of lasting effect is not known. The influence of the experience will vary from person to person. But, based upon the amount of participation and information supplied by counselors, the summer camping activity may be considered a success.

NEGLECTED AND DELINQUENT INSTITUTIONAL CHILDREN

The provisions of ESEA P.L. 89-10 Title I as amended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for neglected and delinquent children. A commonality of special educational needs was found among the following institutions in Sedgwick County: (1) Booth Memorial Hospital, requiring a period of school separation and institutional confinement for pregnant girls; (2) Friendly Gables School for Girls, a resident facility for school age girls assigned by the Juvenile Court; (3) Lake Afton School for Boys, a resident facility for school age boys assigned by the Juvenile Court; (4) Maude Carpenter Children's Home, a licensed private agency (with United Fund assistance) for the placement of dependent and neglected children, ages 3 to 16; and (5) Phyllis Wheatley Children's Home, a licensed private agency (with United Fund assistance) for dependent and neglected children. The neglected and delinquent children component of the Title I project in Wichita was organized to help meet the educational needs of institutionalized children through the provision of educational services, supportive services, and cultural enrichment services.

OBJECTIVES

1. To provide summer educational programs
2. To add supportive services
3. To extend cultural enrichment opportunity
4. To encourage reentry into regular school classes
5. To raise the achievement level in academic and enrichment areas
6. To improve social and emotional adjustment

PROCEDURES

The following services were provided to help meet the educational needs of the boys and girls in the five institutions for neglected and delinquent children:

	Activities and Services							
Institution	Art	Distr. Educ.	Counsel-ing & Guid.	Home-making	Ind. Arts	Music	P.E.	Read-ing
Booth Memorial Hospital		X	X	X				
Friendly Gables School for Girls	X	X	X	X		X	X	X
Lake Afton School for Boys	X		X		X	X	X	X
Maude Carpenter Children's Home	X					X	X	
Phyllis Wheatley Children's Home	X					X	X	

All of the services listed above were of an instructional nature with the exception of the counseling and guidance service. A total of 18 professional persons were employed for eight weeks to provide instruction and counseling. The following shows the number employed in each area and the number of hours per day the persons were employed:

Activity or Service	Number of Persons Employed	Hours Per Day Each Person Served
Art	2	3
Counseling and Guidance	3	3, 3, and 6
Distributive Education	2	3
Homemaking	2	3
Music	2	2½ and 6
Physical Education	3	2
P. E. and Industrial Arts	1	6
Reading	3	6

In addition to instructional and counseling services, summer school scholarships were made available to pupils in the five institutions. Also, assistance in the form of library books, teaching supplies, and equipment items was given to each institution.

EVALUATION STRATEGY

The principal sources of evaluative data were participation statistics and reports from teachers and counselors. The "Information for Evaluation" form was developed and sent to the teachers and counselors in July. Information was requested concerning numbers of children receiving the services, unique or innovative features of the program, human interest incidents, pupil progress, changes in attitudes and effective classroom procedures. A copy of the form is presented in Appendix A.

PRESENTATION OF DATA

Project Data

The following shows an unduplicated count of children participating in the program for neglected and delinquent institutional children.

		State Institution Program	Local Institution Program
A. Number of Institutions Participating in Title I Programs		0	5
B. Number of Children in Public Schools Participating	Not Applicable	0	Summer Program
C. Number of Children in Nonpublic Schools Participating	Not Applicable	0	Summer Program

D.	Number of Children Not Enrolled Participating	Not Applicable	0	Summer Program
E.	Total Number of Children Participating in Neglected and Delinquent Programs		0	169*

(Note: No public or nonpublic schools were in regular sessions.)

*Count by Institution	
Friendly Gables	25
Lake Afton	43
Booth Memorial	22
Phyllis Wheatley	50
Maude Carpenter	29
Total	169

Innovative and/or Exemplary Projects

The Wichita Public Schools provide a wide range of summer school opportunities. Title I provides such instruction to eligible pupils without charge. "Scholarships" were awarded to pupils as a selection device. Many pupils in Lake Afton, Friendly Gables, and Booth Memorial were dismissed at the close of the regular school year. Counselors employed for this project contacted pupils and parents in their homes and encouraged them to enroll in summer school where credit could be earned. Many pupils had lost credits as a result of their institutional placement. Also, the pupils were counseled and assisted in making arrangements to reenter regular school classes in the fall. Such use of counseling service was virtually non-existent previously and illustrates an exemplary approach. This approach and others are included in the following:

	Project or Activity	Basis for Selection	Whether Successful
1.	Summer school activities and academic classes for institutionalized boys and girls.	Need to meet the special educational needs of institutionalized pupils.	Judged successful on basis of numbers served and professional judgment of teachers.
2.	Use of counselors in placing institutionalized children in summer school classes and in counseling boys and girls about re-entry into regular classes.	Presence of social, emotional, and educational adjustment problems among institutionalized children.	Judged successful on basis of professional judgment of counselors and teachers.
3.	Individual creation of small projects by students in art, music and homemaking.	Self-motivating, reduced fear of competition and failure.	Judged successful on basis of projects completed and professional judgment of teachers.
4.	Use of "Self directional" folder for individual pupils in corrective reading classes.	Need to individualize instruction and need for self-motivation.	Judged successful by corrective reading teachers.
5.	Use of tape recorders and headsets in teaching of typing.	Need to individualize instruction at different grade levels.	Judged successful by typing teacher.

Teachers were asked to describe incidents of human interest which occurred in their teaching. Four examples follow:

1. An art teacher describes a girl in her weaving class:

   "She couldn't create any project and disturbed the class with her rude attitude. She once said, 'You're probably sick of helping me.' I assured her that I was there to help. Immediately her attitude changed, and she completed a very nice weaving project. As the project closed, she said, 'Why can't we have school for the rest of the summer (the month of August). It has been a pleasure to know you, Miss M____.'"

2. A music teacher reported:

   "Those Negro girls became so interested in gospel and folk music that they recorded their singing for two hours, without stopping."

3. A homemaking teacher reported that many girls completed clothing construction projects outside of class. Statements by students which were heard by the teacher included:

   "I'm so glad we're having school ... I never sewed much. But since I've taken this class, I've really become interested in it."

4. A typing teacher reported:

   "The girls wanted their practice papers to show accomplishments to the house supervisors. They wanted to take papers with them so that they could show their parents that they were doing something worthwhile."

Most Pressing Educational Needs

The five most pressing educational needs of institutionalized neglected and delinquent children in Wichita were identified as follows:

1. Maintenance of educational achievement levels.

   Basis: Pupil records revealed that many residents had missed much school and were losing interest. Within the institutions certain academic skills were not being taught - and none in the summer.

2. Counseling-guidance services.

   Basis: After school closed no counselors were available to these children in previous summers.

3. Adjustment (social and emotional) within the institution and after termination therefrom.

   Basis: Teachers and directors report a high incidence of learning-behavior-adjustment problems aggravated by separation from the normal environment.

4. Activities available to the residents during the summer months.

   Basis: Statements by directors; institutional records.

5. Improvement in reading skills.

   Basis: Pupil records reveal that the typical child is one and one-half year's below grade level in reading achievement.

Objective Measurements

The only standardized test used in the corrective reading program was Silvaroli's Classroom Reading Inventory. Two teachers reported use of the test at the beginning of the classes and near the end of the classes. Concerning students who were in the reading classes the entire time, the two teachers reported a total of 10 students who gained about one year in their instructional levels. Five students were reported to have gained about half a year. Some students were not in classes long enough for substantial growth.

The results of the administration of the Silvaroli Classroom Reading Inventory are but an indication of the success of the program. Its principal use is in discovering the independent, instructional, and frustration levels of students. Its appropriateness for measuring achievement in reading of neglected and delinquent children has not been adequately ascertained.

Teachers were asked to report the use of teacher developed tests used in the classes for neglected and delinquent children. The following shows the extent that teacher developed tests were used to assess the progress of children.

Class	Number of Teachers Using Teacher Developed Tests
Art	0
Distributive Education	0
Homemaking	1
Music	0
Physical Education	0
Reading	0
Typing	0

It can be seen that teacher developed tests were used by one homemaking teacher only. Three child growth and development tests and one clothing construction test were used by this teacher. The results of these tests were not reported by the teacher for inclusion in this report. Obviously, the results of teacher developed tests cannot be used to measure the success of any of the classroom programs.

Teachers were requested to submit other objective evidence which indicated that pupils progressed in achievement during the time classes were in session. The following summary was prepared using the responses of the teachers.

Class	Institution	Activity or Project	Number of Pupils Completing Activity
Art	Maude Carpenter and Phyllis Wheatley Children's Home	Use of clay, crayons, paint, paper, burlap, yarn, etc.	94 Children
Art	Friendly Gables School for Girls	Designs on burlap for wall hanging decorations and pillows	10 Girls
		Weaving projects	5 Girls
		Clay pottery or clay sculpture	14 Girls
		Paper projects	12 Girls
		Painting, drawing, collages	20 Girls
Art	Lake Afton School for Boys	Copper tooling projects	7 Boys
		Ceramics articles	15 Boys
		Wood and linoleum graphics	20 Boys
		Drawings	30 Boys
Distributive Education	Booth Memorial Hospital	Sixteen chapters in bookkeeping text	4 Girls
		Thirty-two lessons in beginning typing, 40 words per minute	1 Girl
		Beginning shorthand theory and reading rate of 100 words per minute	2 Girls
		Ten chapters in record keeping completed	3 Girls
Typing	Friendly Gables School for Girls	Beginning typing lessons and tapes (2 to 30 tapes used)	16 Girls
		Advanced typing lessons and tapes (46-52 words per minute)	9 Girls
		10-key EDL touch (122-167 digits per minute)	4 Girls
Homemaking	Booth Memorial Hospital	Two dresses, two blouses and two suits completed; skills of operating sewing machine	10 Girls
Homemaking	Friendly Gables School for Girls	Triangular head scarf	25 Girls
		Curler bag	25 Girls
		Eyeglass case	22 Girls
		Beach coat and bag	18 Girls
		Travel jewelry case	17 Girls
		Shoe or purse caddy	14 Girls
		Small decorator pillow	12 Girls

Class	Institution	Activity or Project	Number of Pupils Completing Activity
Music	Friendly Gables School for Girls	Learning to sing alto	3 Girls
		Learning chords on piano	3 Girls
		Learning to play chords on guitar and uke	3 Girls
Music	Maude Carpenter and Phyllis Wheatley Children's Home	Learning to play autoharp	75 Children
		Playing rhythm patterns on bongo drums	75 Children
		Learning names of percussion instruments and methods of playing	75 Children
		Learning rhythms through physical movements	75 Children
Physical Education	Maude Carpenter Children's Home	Backbend exercises	23 Children
		Head-handstands	9 Children
		Forearm-headstands	2 Boys
		Handsprings	1 Boy
		Rope jumping exercises	17 Children
		Learning to swim	2 Children
		Improving diving skills	7 Children
Physical Education	Lake Afton School For Boys	Correctly playing competetive games	43 Boys
		Improving timing, coordination and stamina	43 Boys
Physical Education	Phyllis Wheatley Children's Home	AAHPER Physical Fitness Test performance improvement	12 Girls
		AAHPER Physical Fitness Test	18 Boys
Physical Education	Friendly Gables School for Girls	Playing tennis, badminton, horse shoes, croquet, aerial darts, deck tennis and table tennis	25 Girls
Reading	Lake Afton School for Boys	Reading achievement gain of about one year	6 Children
		Reading achievement gain of about one year	4 Children
		Reading achievement gain of about one-half year	5 Children
Reading	Friendly Gables School for Girls	No report of objective evidence of progress	-

Subjective Measurements

In addition to reporting pupil progress in achievement, teachers reported observations which indicated changes in attitude and self-concepts. The following summary was prepared using the responses of the teachers.

Class	Institution	Observation
Art	Maude Carpenter Children's Home	All children took great pride in the development of creative materials and projects.
Art	Phyllis Wheatley Children's Home	All children were eager to do good neat work.
Art	Friendly Gables School for Girls	Girls took pride in their work and improved their self-concepts.
Art	Lake Afton School for Boys	Boys showed pride in their projects by showing them and presenting them as gifts. Boys changed their attitudes toward art in a positive direction.
Distributive Education	Booth Memorial Hospital	The attitude of the students was always at high level.
Homemaking	Booth Memorial Hospital	Girls' confidence in their abilities improved.
Homemaking	Friendly Gables School for Girls	Most of the girls became very interested in sewing, and all talked about their intentions of making their own clothes.
Music	Friendly Gables School for Girls	Girls changed their attitudes from "I can't" to "I'll try". Several girls planned to enroll in music next fall in public schools.

Class	Institution	Observation
Music	Maude Carpenter Children's Home	Many boys will want to play musical instruments in their regular school program next fall.
Music	Phyllis Wheatley Children's Home	Many children expressed desire to show others that they could play musical instruments.
Physical Education	Maude Carpenter Children's Home	Two slightly overweight girls participated fully in physical activities in an attempt to lose weight and improve appearance.
Physical Education	Lake Afton School for Boys	Students showed enthusiasm and self-satisfaction in many of the activities assigned.
Physical Education	Phyllis Wheatley Children's Home	Fifty children's attitudes and behavior changed in a positive direction in both small and large group play in six weeks. Fifteen boys' behavior changed from destructive to constructive.
Physical Education	Friendly Gables School for Girls	Four of the girls realized that with a few minutes of practice they could play and enjoy tennis.
Reading	Lake Afton School for Boys	Five boys became more willing to read independently.
Reading	Lake Afton School for Boys	Seven boys started reading books without teacher-motivation.
Reading	Friendly Gables School for Girls	Girls changed work habits for the better. Six girls who previously exhibited tendencies toward truancy plan to enroll and stay in school. Three girls discussed improvement of self. Many girls expressed desire to complete high school.
Typing	Friendly Gables School for Girls	Several girls found that they like and could succeed at typing. They will continue in their next school. Several expressed interest in continuing business and secretarial training.

In addition to reporting objective evidence of pupil's achievement and observations which indicated changes in attitudes and self-concepts, teachers and counselors were requested to cite evidence that parents and

and other community members improved their attitudes relative to the worth of the pupils served and relative to their achievement or potential to achieve. The following summary was prepared using the responses of the teachers and counselors.

Teacher or Counselor	Institution	Comment
Art	Maude Carpenter Children's Home	Children exhibited art work at end of summer session. House parents and community members who attended expressed amazement at their work.
Art	Phyllis Wheatley Children's Home	An art show was given for members of the community at the end of the program. Comments were those of praise and satisfaction.
Art	Friendly Gables School for Girls	Many comments were made of the students' enthusiasm and satisfaction in being able to create and "show off" their projects for their families, friends and teachers.
Art	Lake Afton School for Boys	Family members, friends and teachers commented favorably concerning the pupils' enthusiasm and satisfaction in creating and showing their projects.
Distributive Education	Booth Memorial Hospital	No contact with parents and community members was made.
Counselor	Lake Afton School for Boys	Several parents were very receptive when contacted.
Counselor	Booth Memorial Hospital	Parents of one of the students appear to have become more accepting of the girl's husband.
Counselor	Friendly Gables School for Girls	Parents were pleased to know that the students were receiving individual counseling and that their high school programs were being planned.
Homemaking	Booth Memorial Hospital	No contact with the girls' parents was made.
Homemaking	Friendly Gables School for Girls	Little outside contact was made.

Teacher or Counselor	Institution	Comment
Music	Friendly Gables School for Girls	Little contact with parents or other community members.
Music	Phyllis Wheatley Children's Home	Open house was well attended.
Physical Education	Maude Carpenter Children's Home	Favorable comments were expressed including desire for the program to be continued.
Physical Education	Lake Afton School for Boys	Probation officers and court officials commented that this type of attention was needed.
Physical Education	Phyllis Wheatley Children's Home	Interest, attitudes, cooperation, and participation of parents were favorable. There was a large turnout for P. E. demonstration given during the last week of the class.
Physical Education	Friendly Gables School for Girls	Image of school appeared to be improving.
Reading	Lake Afton School for Boys	Probation officers and juvenile court officials felt program was helpful in raising levels of learning, in providing enrichment and in changing attitudes.
Reading	Lake Afton School for Boys	Parents and probation officers made positive statements about improvement in students' behavior and outlook toward school.
Reading	Friendly Gables School for Girls	No contact was had with parents or other community members.
Typing	Friendly Gables School for Girls	Increased respect for the institutional role in education.

COMMENTS ON RESULTS

General Program Effectiveness

Previously, no academic, remedial, or activities programs existed during the summer at Lake Afton, Friendly Gables or Booth Memorial. Such programs were minimal in the other institutions (Phyllis Wheatley, Maude Carpenter). Thus all the services provided were above the regular program. Further, Title I was not reaching these institutions except in isolated instances.

Services provided:

1. Lake Afton: Instruction in industrial arts, corrective reading, art and music; counseling activities for presently and previously enrolled boys.
2. Friendly Gables: Instruction in music, corrective reading, physical education, homemaking, typing, and art; counseling.
3. Booth Memorial: Instruction in typing and homemaking; counseling.
4. Phyllis Wheatley: Instruction in music, art, and physical education.
5. Maude Carpenter: Instruction in music, art and physical education.

In all institutions, the counselors and directors were permitted to award scholarships for residents to attend summer school classes - both elementary and secondary. Approximately 50 scholarships were awarded under the program in reorienting attitudes of pupils toward feelings of self-worth and aspirations relative to continuing their education.

Each teacher completed an evaluation sheet which included these items. Project activities which have been judged to have been the most effective are listed below.

1. Pre-school grade 3: Music, art and physical education activities were considered the most effective.
2. Grades 4 - 6: Activities in music, art and physical education were considered to be the most effective. Also the scholarship program was judged effective in providing significant experiences for institutionalized children.

3. Grades 7 - 12: Small group instruction in academic and remedial subject areas permitted individualization of instruction. Actual enrollments were below predictions and permitted small group organization. Instruction in typing, business machines, and sewing were particularly well received and effective due to the individualization possible.
4. Overall, perhaps the most effective activity conducted was that of counseling and guidance. Pupils and parents found out that teachers and schools do care. It is predicted that desirable attitudinal changes will be in evidence in the fall term when some of these pupils return to regular classes.

Either small group or individual were most frequently cited by teachers as the most effective classroom procedures. Children were said to "relate and open up" when they were not in a large group. Other effective classroom procedures: taped instruction (typing); tape recorded reading stores; activities that demanded decision making, e.g., choosing of fabrics and patterns in sewing class. The individual contacts by counselors were reviewed by the counselors as very effective.

Recidivism rates were available for the years 1965 and 1966 for Friendly Gables School for Girls and for the year 1966 for Lake Afton School for Boys. Statistics were not available for the first part of 1967. Following are the enrollments, number of recommittals, and number of parole violators for each institution.

Friendly Gables	1965	1966	1967
Total Enrollment	305	218	-
Number of Recommittals	204	42	-
Number of Parole Violators	42	18	-
Lake Afton			
Total Enrollment	-	256	-
Number of Recommittals	-	34	-
Number of Parole Violators	-	16	-

Community Involvement

No other federal programs are being utilized to provide educational service in neglected and delinquent institutions.

It is essential that existing agencies become involved in a broad program of services to these institutions. In Wichita, such cooperative effort should include the Sedgwick County Juvenile Court, including the probation officers, the United Fund and Community Planning Council (three institutions are members of United Fund), the Wichita Pre-School Association, the Sedgwick County Departments of Public Health and Welfare, the Salvation Army, and the Lions Clubs of Wichita (Maude Carpenter). The institutional program and the educational program must be compatible with one another. It is essential that all the agencies with interest in, or responsibility for, such institutions have working agreements to fully utilize the existing and planned services.

Major Problem Areas

Major Problems included:

1. Insufficient lead time for planning. Late announcements on

funding and allocations made it impossible to thoroughly plan (with the other agencies) the proposed program.

2. Fragmentation of effort. Existing policies and practices, in some cases, interferred with program implementation for maximum effectiveness.
3. Related to No. 1 above, supplies were late in arriving or unavailable. Programs developed and implemented on short notice always have this problem, but it can be avoided with sufficient advance planning.

Some of these problems were not solved. Much remains to be accomplished. The supply problem was partially solved by relying heavily on the loan of equipment, materials and supplies from the regular public school inventory.

Dissemination

Program development took place through a series of six conferences with institutionally assigned teachers, curriculum coordinators, administrators, and institutional representatives. The proposed project was disseminated to all affected school administrators and institutional directors. Personal conferences and site visitations were held.

The shortness of the project precluded wide dissemination. However, the evaluation report of Title I will be distributed widely. Much remains to be done in this area.

At the institutional level, children's exhibits and programs were held for parents of the children and the general community. Parents and other citizens were informed of the program and its purposes.

On an individual level, counselors who worked with parents provided information about the program.

ACTIVITIES NOT FORMALLY EVALUATED

A number of Title I activities were provided for which no formal local evaluation was conducted during the past year. For the most part, they were activities carried on during the summer. An exception was the winter Head Start program. A brief summary of each of the activities not formally evaluated are presented in the paragraphs to follow.

Head Start

A program for 160 four-year-old children was operated from November, 1966 through May, 1967. The program provided language development experiences, art, music, and physical education activities, and free hot lunches. Parent education was also a planned part of the program. Child development skills were emphasized. The children were selected from Title I school areas and were transported by bus to Kechi Child Development Center. Some of the children were in attendance from 9:00 a. m. to 12:00 noon, and others attended from 12:00 noon to 3:00 p. m. One coordinator, one social worker, and five teachers provided professional services. Twelve classified persons including nine teacher aides assisted the professional staff.

In addition to the winter Head Start program, the 1967 summer Head Start program which was funded by the Office of Economic Opportunity was supplemented with $22,000 to provide Head Start experiences for 100 additional pupils. Neither the winter classes nor the summer classes were evaluated as a part of the Title I evaluation. Ten selected universities from several geographical areas in the country are conducting research activities in Head Start with funds from the Office of Economic Opportunity.

Summer Scholarships for Special Education Pupils

Title I funds were used to enable a number of children with speech and visual handicaps to receive summer school instruction. Scholarships for the children were purchased for attendance in the Wichita summer school program. The scholarships were valued at $30.00 each.

A total of 36 scholarships were purchased for speech handicapped pupils. The additional instructional time provided in summer school was designed to help pupils overcome speech deficiencies which affect achievement. For visually handicapped pupils, the purpose was to aid academic progress which normally is retarded as a result of sign handicaps. Five children received scholarships for visually handicapped.

Summer School Scholarships Other Than Special Education

Summer school scholarships were provided with Title I funds which enabled children to attend summer school who might not have been able to attend otherwise. The scholarships were for courses offered in the regular summer school program. Courses designed to provide remedial instruction, enrichment, aesthetics, and recreation were offered. Fifteen percent of the scholarships were made available to parochial school pupils who resided in low-income target areas.

It was reported that a total of 1,685 elementary school children received summer school scholarships. There were 662 of these enrolled in corrective reading and 1,023 in other areas of the summer school curriculum. The number does not include children in post-kindergarten with 814 pupils, threshold reading with 444 pupils, and special education with 41 pupils.

A total of 111 pupils at the secondary level were the recipients of summer school scholarships, 71 in swimming and 40 in other areas of the summer school curriculum. The number does not include the pupils who were in the summer junior high programmed reading.

Programmed Reading

A comprehensive reading program built largely around training tapes and filmstrips was provided for 17 junior high pupils and 46 elementary pupils. Equipment and reading supplies were purchased with Title I funds and placed in a junior high school where the instruction was given. Title I funds were used to purchase scholarships for 60 of the 63 pupils receiving instruction.

Each pupil received 60 minutes of instruction daily for eight weeks. During a 60-minute period a class of about 15 pupils was divided into two groups each with a reading teacher. Individual competencies were built in a 30-minute "pre-tape" class session with one group while the second group received carefully selected individual lessons on tape. Materials used in the "pre-tape" class sessions included filmstrips, phonics materials, reading books, and high interest trade books.

Reading achievement level and chronological age were the bases for dividing the pupils into the four classes. Notable features of the program included the following: (1) flexibility - individualized instruction; (2) use of language laboratory equipment; (3) a multiple approach; and (4) use of a variety of programmed reading materials.

Social Studies Materials Workshop

A social studies materials workshop was provided during the summer to develop curriculum materials more appropriate for social studies in low-income areas. It was felt that social studies textbooks and materials often do not meet the needs for teaching educationally deprived minority groups. Objectives of the summer workshop related to the collection of appropriate supplementary social studies materials, the preparation of supplementary social studies units, and to the provision of in-service education for teachers of minority group pupils.

Twelve teachers, two each in grades 1 - 6, from Title I elementary schools were employed for the curriculum task. A coordinator was employed to guide the efforts of the team. Also, Title I funds were used to employ a clerk-typist and to pay for consultants, travel, and supplementary materials. Curriculum personnel in the local school system served in advisory and coordinating capacities.

Human Relations Seminar for Administrators

During the 1966-67 school year a consulting psychologists' firm was employed with local funds to assess the teaching and learning climate in the Wichita Public Schools. The need to advance from the assessment phase to the seminar phase was perceived. Title I funds in the amount of $15,000 were used to purchase the service.

Specially developed materials were utilized during a series of meetings for principals and other key staff members in Title I schools. The improvement of human relations, particularly as it relates to schools in multi-ethnic neighborhoods, was emphasized. Improvement of attitudes and ways of working with pupils, parents, and staff were explored.

Thirty-one administrators from Title I schools participated during six sessions. Eighty teachers, counselors, and nurses from the same schools participated during one session.

Pre-Service Training for Attendance Aides

Eight attendance aides who will devote full time to attendance problems in Title I schools were employed to serve during the 1967-68 school year. It was felt that pre-service training was a prerequisite for the most effective utilization of the aides. Title I funds were provided for two days of training. The principals from the twenty-four Title I elementary schools, eight junior high schools, and three senior high schools attended for one-half day of the training period.

Objectives of the training sessions were to acquaint the aides with their general responsibilities and to provide insights into how to relate effectively to school personnel, parents residing in low-income areas, and representatives of community agencies. Pupil services personnel in the local school system coordinated the training activities. Instruction was provided by school system and community agency persons.

In-service Education of Teachers

A portion of the Title I funds were used for expenses in providing in-service education for teachers and principals. A one-day workshop for principals of Title I schools and corrective reading teachers was held at the beginning of the school year. During the school year, fifty reading teachers participated in three in-service sessions, eight homemaking teachers in three sessions, and two industrial arts teachers in two sessions. In addition, a seven-day reading workshop was help in June for sixty-three teachers. Outstanding reading consultants with national recognition were employed during the workshop.

Principals and teachers from parochial schools were invited as a part of the in-service program. Attention was devoted to techniques of working effectively with culturally deprived and academically handicapped pupils. Also, the activities provided opportunities of sharing ideas for future planning.

GENERAL INFORMATION

The project was a global approach to the alleviation of some of the identified characteristics of the disadvantaged pupil that are thought to be contributing factors in the retardation of his educational progress. Although the major activity was corrective reading, activities were also provided in other curriculum areas such as art, music, homemaking, industrial arts, and physical fitness. Supportive services including additional counselors, additional nurses, and additional librarians were provided. Dental service and food services were also provided for disadvantaged pupils. Other activities included experiences in summer camping, home improvement and repair, summer preschool and post-kindergarten programs, summer reading programs and cultural enrichment activities such as tours, theatre attendance and field trips. Summer scholarships enabled some disadvantaged pupils to participate in non Title I summer programs. In addition to activities for the pupils, pre-service and in-service training programs were conducted for personnel who would be working with disadvantaged pupils.

EVALUATION DESIGNS

The evaluation designs for each activity of this project have been described in detail in the sections of this report that deal with the activities separately. The following designs involved standarized test data.

Activity	Test	Evaluation Design
Corrective Reading	ITBS	Pretest and posttest comparisons with national norms in grades 3 - 6
Corrective Reading	ITBS	Pretest and posttest comparisons on project subgroups by sex and grade
Corrective Reading	CRI	Pretest and posttest comparisons on project subgroups by sex and grade
Corrective Reading	DRT	Pretest and posttest comparison with national norms grade 7, 8, 10, 11, 12
Corrective Reading	DRT	Pretest and posttest comparison on project subgroups by sex and grade
Music Keyboard Introduction	Test of Musical Discrimination	Comparison on posttest of project group with non-project group by analysis of covariance with pretest scores for concomitant variable
Physical Fitness	AAHPER Youth Fitness Test	Pretest and posttest comparisons of project subgroups by sex and grade
Physical Fitness	AAHPER Youth Fitness Test	Pretest and posttest comparison with national norms in grades 4 - 6

TARGET AREAS

Concentrations of pupils from low income families were found in widely dispersed geographical areas of the district. The areas were established by Welfare Department data on ADC families (supported by the school principals' records). School surveys were taken by the principals to identify other low income families. Twenty-four elementary school attendance areas were found to have 5,192 pupils in grades kindergarten through twelve who were from low income families. The proportion of pupils in each of these attendance areas was in excess of the district average (6.4%).

The most pressing needs of these pupils are indicated by the characteristics of pupils in low income areas of the district cited in the introduction of this report. These characteristics related to achievement, ability, attitudes, behavior, and health were identified as characteristics that lessened the pupil's chances of success in school.

DISSEMINATION

Information of general local interest was disseminated through local news media throughout the project. Evaluative data is included in this report which will be presented to other local agencies and the State Department of Public Instruction, Title I Section. Copies will also be submitted to the Educational Research Information Center. The report will be shared with other school systems and Title I projects throughout the country.

LOCAL EDUCATIONAL AGENCY PROBLEMS

One problem faced by the local educational agency was the difficulty of selecting eligible pupils in secondary schools and serving their needs without labeling the pupils as "poverty stricken." Only two secondary schools were wholly comprised of target area pupils. These two schools were junior high schools.

A second problem was the inability to properly involve non-public school pupils. Corrective reading, the major activity, was available only in public schools. Scheduling and geographic barriers precluded substantial participation.

A third problem was encountered because of late announcement of the district allocation of funds. This made it necessary to concentrate on summer programs in order to properly use the available funds.

A fourth problem was the cut-off date for the program year. The August 31 deadline for encumbrances made it difficult to process some of the purchases required for the summer programs. This date should be extended to September 30.

COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

The Wichita Area Community Action Program Incorporated is the local Community Action Agency. Cooperation has been excellent in some respects and very limited in others. Crash programs of the W.A.C.A.P.I. appear to have been implemented with less than adequate planning, supervision, and administration. The summer NYC program is an example. Hasty planning and a lack of supervision combined to make this program less than successful. Another example is Head Start. The local educational agency delayed the preschool program pending approval of an Office of Economic Opportunity financed Head Start. Local, regional, and national problems and policies caused interminable delays in funding. Finally, the local educational agency acted and implemented its own preschool program. The Office of Economic Opportunity grant was finally announced on June 30, 1967, ten months too late.

On the positive side, cooperative planning has been in evidence in implementing tutorial reading, adult basic education, and other programs. During the last two summers, Title I funds were used to supplement Head Start efforts.

The W.A.C.A.P.I. is requested to submit annually, by March 15, recommendations for Title I projects.

Three suggestions for revised legislation follow:

1. The program year of the CAA should correspond to the fiscal year or the school year (September 1 - August 31) to permit proper phasing of programs. The delay of the full-year Head Start Program was, in part, due to the CAA program year ending April 30.
2. Educational programs--adult basic education, pre-school, teacher-training--should be delegated to the U. S. Office of Education.
3. Definitions of poverty should be standardized to avoid conflicting eligibility requirements.

INTER-RELATIONSHIPS OF TITLE I WITH OTHER TITLES OF ESEA

Title II

Library materials purchased under Title II have been effective in improving resources in Title I area schools in Wichita--both public and non-public. The added materials have been a substantial benefit to pupils in Title I schools. Further, through the employment of librarians under Title I, the Buckner Demonstration Library became a vital force in improving the quality of library services in all schools.

Title III

The Special Education Diagnostic and Resource Center funded under Title III has made it possible to provide intensive diagnostic and instructional services to approximately 125 pupils in target area schools.

In turn, the additional supportive services in Title I schools have permitted the maximum benefit to accrue for pupils placed in special classes under the auspices of Title III.

Title IV

The Jardine Community School Program under Title IV opened the school to the Title I area community for a variety of evening programs. Parents residing near Jardine were encouraged to participate in the varied activities in operation at the school. This Title IV project is now complete and will not be refunded.

Successes

The success of these cooperative ventures are described above. The most effective cooperative effort was the Title II project whereby Title I personnel were employed to increase the level of library services. The major impact of the additional materials purchased under both Title I and Title II was made possible by the additional professional and clerical assistance provided by Title I.

Problems

No major problems were encountered in developing projects relating Title I to other Titles of ESEA.

Recommendation for Revising Legislation

Many Title I schools have limited physical facilities for implementing Media Centers envisioned by Title II. Additional funds under Title I should be allocated to allow LEA's to upgrade and enlarge the library facilities to properly serve Title I area pupils and parents. Specific construction grants would accomplish this purpose.

PARTICIPATION

Activities developed for the summer have been successful in terms of non-public school pupils' attendance. Major participation by non-public school pupils was achieved in academic areas by using scholarships to select pupils.

Attending programs' during the regular school day presented problems for the non-public school pupils. Unless the non-public school was geographically proximate to the public school, participation during the regular school day was minimal. (Classes were on public school grounds.) Some activities require facilities which are available only in public schools. Non-public school pupils must travel to public schools for these activities. The scheduling and transportation problems made participation difficult.

Further, many activities are services to staffs or schools as a whole and cannot be offered to non-public schools. Non-public school attendance areas are larger than public school attendance areas and include non-disadvantaged pupils. The problems of eligibility and selection are nearly insurmountable in some cases.

Extent of participation by non-public school pupils is shown in Table 98. Table 99 contains an unduplicated count of all pupils who participated in the project. A breakdown of the number and type of personnel and in-service training programs is given in Table 100.

TABLE 98

NON-PUBLIC SCHOOL PARTICIPATION

	On Public School Grounds Only		On Other Than Public or Non-Public School Grounds	
	Projects	Pupils	Projects	Pupils
Regular School Day	2	45	2	750
Summer	3	270	1	10
After School & Week-end	2	15	0	0
Totals	7	330	3	760

TABLE 99

UNDUPLICATED COUNT OF PARTICIPATING STUDENTS

Grade	Public	Non-Public	Grade	Public	Non-Public	Grade	Public	Non-Public
K	1900	0	5	1800	100	10	90	0
1	2000	100	6	1800	100	11	90	0
2	1800	100	7	400	75	12	90	0
3	1800	100	8	400	75	Total	14,000	750
4	1800	100	9	300	0			
Total Public & Non-Public 14,750			Total Funds Obligated $1,129,000			Average Cost Per Student $76.50		

TABLE 100

PERSONNEL INVOLVED IN TITLE I PROGRAM

IN-SERVICE TRAINING

Nature of Training	
Use of equipment	X
Improvement of teaching techniques	X
Use of materials	X
Improvement of teaching methods	X
Participation	
Number of Title I staff	111
Number of other staff	109
Number of hours involved	3556
Conduction	
By local staff	X
By university, college personnel	X
Consultants, salesman commercial firms	X
Local area	X
On college campus	

TYPE OF PERSONNEL

	More than half-time	Less than half-time	Utilizing present staff	New to system
Teaching				
Preschool	5		4	1
Music	1		1	
Remedial reading & language development	50		46	4
Art-physical ed.	9		8	1
Industrial Arts		10	10	
Homemaking		8	8	
Non-Teaching				
Teacher aide	11			11
Librarian	7		6	1
Counselor	5		4	1
Supervisor or Administration	8		7	1
Nurse	5		5	
Social worker	1			1
Other non-professional	16		14	2
TOTALS	118	18	113	23

OTHER INFORMATION

Twenty-four of the 91 elementary school attendance areas make up the Title I target area in Unified School District 259. The boundaries of elementary and secondary school attendance areas do not coincide, however. Consequently, pupils from the target area attend seven of the sixteen junior high schools and five of the six senior high schools. In the following tables, all schools that have part of the target area included in their attendance area are called Title I schools.

The average daily attendance and average daily membership by grade for Title I and non-Title I schools in the district are shown in Table 101.

TABLE 101

ADA AND ADM FOR TITLE I AND NON-TITLE I SCHOOLS

	1966 - 1967			
	Title I Schools		Non-Title I Schools	
Grade	ADA	ADM	ADA	ADM
12	2,699.235	2,926.989	577.410	621.380
11	3,158.548	3,680.039	625.190	674.260
10	3,457.612	3,803.143	771.160	819.920
9	1,635.444	1,760.849	2,967.073	3,125.816
8	1,858.470	1,958.132	2,942.619	3,122.234
7	1,845.274	1,961.344	3,215.156	3,355.533
6	1,291.859	1,359.335	3,614.029	3,743.498
5	1,408.046	1,479.605	3,702.728	3,840.951
4	1,371.103	1,592.479	3,843.359	3,975.265
3	1,650.825	1,761.534	3,779.455	3,923.008
2	1,706.372	1,819.392	3,956.530	4,227.078
1	1,772.353	1,924.169	3,991.800	4,291.569
Kindergarten	1,526.622	1,773.572	3,920.241	4,184.882

Children under sixteen years of age legally must remain in school in the State of Kansas. It is a policy in Unified District 259 for pupils sixteen and over to be enrolled in the senior high schools. Consequently, the number of dropouts from junior high schools is negligilbe. The present pupil accounting system, while accounting very accurately for all pupils that are in school, does not lend itself as well to accounting for pupils who have left school. Although the exact number of pupils that have been enrolled in school and that have withdrawn is known, it is not known which of the withdrawn pupils fit the pupil accounting handbook's definition of dropout. One of twelve reasons for withdrawal is identified for each pupil that withdraws from the system. These reasons are: moving out of district, graduation, academic failure, discipline, armed forces, employment, parent request, marriage, health, non-attendance, unknown, and other-explain. Table 102 shows the total number of pupils that withdrew for reasons other than moving out of the district or graduation. These totals are shown for each grade, 10, 11, and 12, for Title I and non-Title I senior high schools. It is doubtful that all pupils counted fit the suggested definition for a dropout.

Information is not yet available regarding the numbers of 1967 graduates of Unified District 259 schools who are continuing their education beyond high school. Table 103 gives the number of graduates for 1965-66 school year and approximate numbers that are continuing their education. There was a small percentage of the graduates of each school listed under "miscellaneous" or "not located" headings. Some of these may be continuing in nursing school, technical institutes, etc.

TABLE 102

DROPOUTS*

Grade	Title I Schools	Non-Title I Schools
12	231	49
11	399	52
10	595	66
Number of Dropouts	1,225	167
Number of Schools	5	1
Number of Pupils Enrolled Sept.-June	11,653	2,355
Official Sept. 15 Total Enrollment	10,959	2,205

* Number of withdrawals for reasons other than graduation or moving from district.

TABLE 103

NUMBER OF GRADUATES CONTINUING EDUCATION BEYOND HIGH SCHOOL*

Unified School District 259		Title I Schools	Non-Title I Schools
Number of senior high schools		5	1
Number of graduates		2,717	640
Number of graduates continuing	College*	1,775	258
	Other training**	178	40

* Number of graduates attending a junior college, college, or university

** Number of graduates attending private business or trade schools or area vocational training

GENERAL ANALYSIS OF TITLE I

Educational experiences for pupils in the Wichita Schools (both Title I and regular schools) are based on the holistic concept of intellectual, social, emotional, spiritual, and physical development. The school attempts to view the child as an active participant with his environment, being molded by it while simultaneously shaping or altering it by his own influences.

The Title I project utilizes a global approach. Many different areas of the curriculum are strengthened in efforts to assist the deprived pupil and alleviate his learning problems. Although corrective reading is the major activity, both in terms of expenditures and design, the major supportive services (nursing, counseling, library, physical education, and art) are included to influence, in a positive direction, the pupils' achievement in reading as well as to build related competences, attitudes, and aspirations in other areas of performance.

A major problem in evaluating a project utilizing this approach is the difficulty in measuring the effects of the separate components. For example, suppose that pupils' reading performance as measured by standardized reading tests has not improved as expected. Was the lack of improvement due largely to an insufficient amount of corrective reading instruction? Could such instruction be enhanced by more intensive effort--and higher expenditures--in reading? Or was it because the pupils came to school poorly fed, with aching teeth, physically unfit, or emotionally upset? An argument could be made for increasing the assistance in reading--up to one-to-one instruction for two hours daily--and ignoring, for the most part, concomitant problems which possibly inhibit learning.

On the other hand, consider the finding that pupils' reading performance as measured by standardized reading tests has improved as expected. Was the improvement caused by a single "input"? If so, can the variable be identified? Were a combination of two or three variables responsible? Or must it be surmised that the total environmental additives were responsible? Such a research problem requires sophisticated multivariate analysis not presently included in the evaluation design. Perhaps an analysis of this type can be included in future evaluations.

A number of variables and conditions were considered in developing the project: the number of trained personnel available; the physical facilities in existing building; the interrelatedness of learning behavior determinants; the resources of the community; the expressed recommendations of teachers and principals; the diversity of educational needs; and the composition of sub-cultures in the district. There was unanimity of opinion relating to the need to improve language skills--especially reading. Should--or could--the total effort be devoted to reading? To leisure time activities? To improving self-concepts? A multiple approach was adopted, emphasizing reading within a larger context of child development.

The standardized, objective measurements of progress provide some evidence of progress toward the attainment of objectives. However, they do not tell the whole story. At the subjective observational level, the school staffs are relatively optimistic about the enhancement of pupil progress, improvement of attitudes, and the raising of aspirational levels. Parents and pupils generally report favorably on the experiences and opportunities provided by Title I.

There is evidence that reading achievement levels have been raised for substantial numbers of children--that pyramiding failure and increasing retardation have been mitigated. This does not mean that all pupils served by the reading program now perform up to their potential. Some appear to do so, but many do not.

It is recognized that the complexities of the reading process are not likely to be mastered in a few short months, when one considers the possible deterrents in operation. For many, cumulative effects of language deprivation have been in the making for years. Much of the thought process is dependent upon the use of language symbols. Many children in economically impoverished areas have not mastered the symbols. Some may never have associated the symbols with objects or ideas in the abstract. But they yearn to communicate using language as a vehicle. Since language is necessary for higher intellectual processes, children must learn to read.

There is evidence, mostly subjective, that children's attitudes toward themselves, others, and school have changed in a positive direction. Related to such attitudes are higher aspiration levels and increased expectations of success. There is evidence, both objective and subjective, that the physical health of children has improved.

Since the Title I project utilized a global approach in attempting to meet the needs of educationally deprived children, many different activities were provided. Some were instructional in purpose. Some were supportive, and others were enriching. Some of the activities were organized along traditional lines; others were more unusual in approach. The music keyboard instruction and the home improvement and repair may be considered examples of the latter. The results were encouraging in both cases.

In summary, the information used in the evaluation of the Title I project indicates that desirable behavioral changes have taken place in children and adults. Achievement gains have been registered. Attitudes have changed in a positive direction; aspirational levels have been raised. Physical health and emotional health have shown improvement.

In accomplishing the above, significant school system changes took place. Additional personnel were employed in instructional and supportive roles. Organizational changes were made in the implementation of programs. Additional supplies were purchased. Services were expanded to include children in attendance at non-public schools. An unanticipated outcome from the 1965-66 Title I project was the addition of seventeen special reading teachers to the professional staffs in marginally low income attendance areas. When it became necessary to redefine the target areas for 1966-67, ten elementary schools were eliminated from the Title I project. The Wichita Board of Education desired to maintain the reading emphasis initiated under Title I and retained the seventeen teachers utilizing local funds.

The success of the Title I project is discernible in light of changes which occurred in the educational agency itself as well as in light of changes which occurred in individuals who participated in the activities provided.

APPENDIX A

NONSTANDARDIZED DATA GATHERING INSTRUMENTS

QUESTIONNAIRE TO TITLE I ELEMENTARY ART TEACHERS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of the Title I program of art instruction this year, what are the things you have noticed that indicate improvement (or lack of improvement) in children's ability to express themselves using art media?

2. Have you noticed changes in pupils' attitudes? Positive or negative? Toward whom or what? Please comment.

3. Please list the ways, if any, that classroom teachers have improved their competencies in art instruction as a result of Title I assistance.

4. As you perceive the Title I art program:

   a. What were its disadvantages?______________________________

   ____

   ____

   b. What were its advantages?________________________________

   ____

   ____

5. What frustrations and limitations did you encounter this year as a Title I art teacher?

   ____

   ____

   ____

6. What suggestions do you have for improvement of the program's effectiveness?

   ____

   ____

   ____

7. Please feel free to make any additional comments about the Title I art instruction program.

   ____

   ____

   ____

   ____

   ____

QUESTIONNAIRE TO READING TEACHERS IN TITLE I SCHOOLS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

Please respond briefly to each of the following.

1. List the things you have noticed that indicate changes in your pupils attitudes toward reading.

   ____

   ____

2. List the things you have noticed that indicate changes in your pupils' attitudes toward themselves.

   ____

   ____

3. What parts of the reading program were most effective in helping pupils improve their reading competence?

   ____

   ____

4. As you perceive the program:

   a. What were its disadvantages?______________________

   ____

   b. What were its advantages?________________________

   ____

5. Please react to the method of diagnosis and selection of pupils for corrective reading instruction (including use of a group analysis chart) advocated this year.

   ____

   ____

   ____

   ____

6. Do you feel the practice of organizing corrective reading groups based upon the type and severity of problem is a sound practice? Please comment.

____

____

____

7. Please comment on the in-service education activities this year for corrective reading teachers.

    a. Most beneficial aspects: ______________________

    ____

    ____

    b. Least beneficial aspects: _____________________

    ____

    ____

    c. Suggestions for improvement: __________________

    ____

    ____

8. What frustrations and limitations did you encounter in teaching the reading classes?

____

____

____

9. What suggestions do you have for improving the program's effectiveness?

____

____

____

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QUESTIONNAIRE TO REGULAR CLASSROOM TEACHERS IN TITLE I ELEMENTARY SCHOOLS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

Check one column

1. In your opinion, how have the following Title I changes in our program directly affected children? (Leave first column blank.)

	Extent of Effect upon Children in Title I Program								
		Highly Beneficial	Moderately Beneficial	Slightly Beneficial	No Effect	Slightly Detrimental	Moderately Detrimental	Highly Detrimental	Not Applicable
a. Additional art teachers									
b. Additional art supplies									
c. Art scholarships									
d. Art museum tours									
e. Children's theater attendance									
f. Additional counseling service									
g. Additional field trips									
h. 1966 Head Start (kgn. teachers only)									
i. Additional library service									
j. Music keyboard instruction (3rd grade teachers only)									
k. Additional nursing service									
l. Additional physical education teachers									
m. Additional physical education supplies									
n. 1966 Post kindergarten (1st grade teachers only)									

2. For each of the services listed in question Number 1 that you think has affected children, please describe briefly how you think the service was most beneficial (or most detrimental).

a. Additional art teachers: ______________________________

____

b. Additional art supplies: ______________________________

____

c. Art scholarships: ______________________________

____

d. Art museum tours: ______________________________

____

e. Children's theater attendance: ______________________________

____

f. Additional counseling service: ______________________________

____

g. Additional field trips: ______________________________

____

h. 1966 Head Start (kgn. teachers only): ______________________________

____

i. Additional library service: ______________________________

____

j. Music keyboard instruction (3rd grade teachers only): ______________

____

k. Additional nursing service: ______________________________

____

l. Additional physical education teachers: ______________________________

____

m. Additional physical education supplies: ______________________________

____

n. 1966 Post-kindergarten (1st grade teachers only) ______________________

____

3. Please comment briefly on the Title I reading program as follows:

a. In what ways have you noticed changes in attitudes toward reading of your pupils in special reading? Examples might be more (or less) interest in content, more (or less) interest in library, and more (or less) independent reading.

____

____

b. In what ways have you noticed changes of special reading pupils' attitudes toward themselves? Examples might be more (or less) confidence in reading, fewer (or more) apologies for reading errors when reading aloud, etc.

____

____

c. What areas of reading competence (reading rate, phonetic analysis, vocabulary development, comprehension, fluency, etc.) of pupils in special reading do you feel have benefited the most?

____

____

What areas have benefited the least? ______________________

____

d. As you perceive the program, what were its advantages? ____________

____

Disadvantages? ______________________________

____

e. What suggestions do you have for improving the reading program's effectiveness?

____

____

f. What changes in the performance of your pupils in subject areas other than reading have you observed which may be traced to their enrollment in the special reading class?

____

____

g. Please check one of the following concerning the extent of effect on children in special reading classes:

Highly Beneficial ___	Moderately Beneficial ___	Slightly Beneficial ___	No Effect ___
Slightly Detrimental ___	Moderately Detrimental ___	Highly Detrimental ___	Not Applicable ___

4. Please feel free to comment on any part of this year's Title I program which you feel has not been adequately covered above.

5. Please list your suggestions for overall improvement of the Title I program for following years.

6. Please give your opinion concerning the overall effectiveness of this year's Title I program in your school by checking one of the following:

Highly Beneficial ___	Moderately Beneficial ___	Slightly Beneficial ___	No Effect ___
Slightly Detrimental ___	Moderately Detrimental ___	Highly Detrimental ___	Not Applicable ___

7. Please give the grade level at which you are presently teaching and the current date.

Teaching Grade Level ______ Date of Questionnaire Completion ______

QUESTIONNAIRE TO TITLE I ELEMENTARY SCHOOL COUNSELORS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of the Title I program, counselors have been able to devote more time than before in each of the Title I elementary schools. Of what value has the additional time been in the following areas?

Check one column

	Much	Medium	Little	None	No Opinion
a. Counseling with children who are in the Title I reading program.					
b. Consulting with reading teachers about children in corrective reading classes.					
c. Consulting with regular classroom teachers about children in corrective reading.					
d. Counseling with parents of children in corrective reading classes.					
e. Assisting with the testing and placement of children in corrective reading.					

2. Please rank the activities listed in 1. a - e according to amount of time spent this year on them. Fill the spaces below using the letters opposite the items.

Most Time Spent ____ Second Highest Amount ____ Third Highest Amount ____

Next to Least Amount ____ Least Amount of Time Spent ____

3. If there are guidance and counseling activities other than the ones listed in Question Number 1. which you feel have benefited substantially as a result of Title I this year, please list them here.

____

____

____

____

4. What problems and limitations have you encountered as a Title I elementary school counselor this year?

____

____

____

____

5. What suggestions do you have for improving Title I guidance and counseling service for next year?

____

____

____

____

____

6. Please feel free to make any additional comments about the Title I assistance in guidance and counseling this year.

____

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QUESTIONNAIRE TO TITLE I HOMEMAKING TEACHERS
IN JUNIOR HIGH SCHOOLS FOR EVALUATION
OF THE 1966-67 TITLE I PROJECT

Check one column

	Much	Medium	Little	None	No Opinion
1. How much value have the homemaking classes had in increasing students' knowledges and skills pertaining to foods and nutrition?					
2. How much value have the classes been in improving students' knowledges and skills pertaining to clothing?					
3. How much success has been experienced in getting participation from mothers in the foods classes?					
4. How much success has been experienced in getting participation from mothers in the clothing classes?					
5. How much value have the classes been in helping homemakers to perform more efficiently concerning foods and clothing?					

6. As you perceive the program in your school:

a. What were its disadvantages?_______________________________________

____

____

b. What were its advantages?____

____

____

c. What are your suggestions for improvement?____________________

____

____

d. Add any other comments you care to make. ____________________

____

____

____

6. Please give your opinion concerning the overall effectiveness of the Title I homemaking classes in your school by checking one of the following:

Highly Successful________ Medium Success________ Little Success________ No Success______________

QUESTIONNAIRE TO TITLE I INDUSTRIAL ARTS TEACHERS IN JUNIOR HIGH SCHOOLS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

Check one column

	No Opinion	None	Little	Medium	Much
1. How much value have the Title I woodworking classes been in increasing skills and information of students?					
2. How much value have the metals classes been in increasing students' skills and information?					
3. How much value have the classes been in improving attitudes and work habits of students?					
4. How much success has been experienced in securing participation from fathers in metals classes? In woods classes?					

5. As you perceive the program:

   a. What were its disadvantages? ________________________

   ____

   b. What were its advantages? ________________________

   ____

   c. What are your suggestions for improvement? ________________

   ____

   d. Other comments, if any. ________________________

   ____

6. Please rate the overall effectiveness of the Title I industrial arts classes in your school.

   Highly Successful ________ Medium Success ________ Little Success ________ No Success ________

QUESTIONNAIRE TO LIBRARIANS IN TITLE I SCHOOLS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of Title I assistance, your school has received more library services than would have been possible otherwise. Of what value have the additional librarian time and services been in the following?

Check one column

	No Opinion	None	Little	Medium	Much
a. Working directly with pupils in corrective reading classes.					
b. Working directly with teachers of corrective reading.					
c. Selection of appropriate materials for children with reading problems.					
d. Providing more flexibility in scheduling of all classes.					
e. Utilizing to a greater extent all instructional materials.					
f. Providing improved services to teachers and pupils other than those in corrective reading.					

2. Please comment concerning the ways the librarian aide has relieved you of duties which might be considered non-professional in nature.

____

____

____

____

____

3. Please comment on the appropriateness of materials received as a result of Title II. Also, please comment concerning their utilization.

4. What problems have you encountered in the Title I library program?

5. What are your suggestions for improvement for next year's Title I library program?

6. Please feel free to make any additional comments about the Title I library program this year.

QUESTIONNAIRE TO TITLE I ELEMENTARY SCHOOL NURSES FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of the Title I program, nurses have been able to devote more time than before in each of the Title I elementary schools. Of what value has the additional time been in the following areas?

Check one column

	Much	Medium	Little	None	No Opinion
a. Health counseling with individual children.					
b. Health counseling at school with parents.					
c. Making home calls.					
d. Arranging for dental work for children					
e. Making health referrals to other agencies.					
f. Vision and hearing checking.					
g. Consulting with teachers and participating in classroom activities.					
h. Meeting needs related to immunization of pupils.					

2. Please rank the activities listed in 1. a - h according to amount of time spent this year on them. Fill the spaces below using the letters opposite the items in the preceding question.

Most Time Spent ____ Second Highest Amount ____ Third Highest Amount ___

Fourth Highest Amount ___Fifth Highest Amount___Sixth Highest Amount ___

Next to Least Amount ____ Least Amount of Time Spent ____

3. If there are school health activities other than the ones listed in Question Number 1, which you feel have benefited substantially as a result of Title I this year, please list them here.

4. What problems and limitations have you encountered as a school nurse in your Title I elementary schools this year?

5. What suggestions do you have for improving the Title I health services for next year?

6. Please feel free to make any additional comments about the Title I program of health services this year.

QUESTIONNAIRE TO PRINCIPALS IN TITLE I ELEMENTARY SCHOOLS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of the Title I art program in your school this year, how much value or improvement, if any, have you noted pertaining to the following:

Check one column

	Much	Medium	Little	None	No Opinion
a. Variety of art media used in classrooms					
b. Different kinds of classroom art activities					
c. Children's ability to express themselves in art.					
d. Competence in art instruction of classroom teachers					
e. Additional art supplies provided					
f. Recipients of art scholarships					

2. We would appreciate receiving any comments about the Title I art program this year which pertain to the following:

   a. Most beneficial aspects:

   b. Least beneficial aspects:

   c. Suggestions for improvement:

   d. Other comments (if any) including any problems encountered and/or detrimental effects:

3. As a result of the Title I cultural enrichment program in your school this year, how much value to pupils, if any, have you noted pertaining to the following?

Check one column

	Much	Medium	Little	None	No Opinion
a. Field trips					
b. Attendance at Children's Theater					
c. Art Museum tours					

4. We would appreciate receiving your comments about this year's Title I cultural enrichment program which pertain to the following:

   a. Most beneficial aspects: ______________________________

   ____

   b. Least beneficial aspects: ______________________________

   ____

   c. Suggestions for improvement: ______________________________

   ____

   d. Other comments (if any) including problems encountered and/or detrimental effects:

   ____

   ____

5. To what extent has the additional counseling service under Title I benefited pupils and teachers in your school in the following areas?

Check one column

	No Opinion	None	Little	Medium	Much
a. Counseling individual pupils					
b. Testing and test interpretation					
c. As a resource person for teachers					
d. Home calls and conferring with parents					

6. Please comment about the Title I additional counseling service this year as follows:

   a. Most beneficial aspect: ______________________________

   ____

   b. Least beneficial aspect: ______________________________

   ____

   c. Suggestions for improvement: ______________________________

   ____

   d. Other comments (if any) including any problems encountered and/or detrimental effects:

   ____

   ____

7. How much value, if any, do you think the kindergarten milk and crackers program has had in overcoming deficiencies in the diets of your kindergarten pupils?

   Much ______ Medium ______ Little ______ None ______ No Opinion ____

8. Of what value, if any, has the Title I food program for kindergarten pupils been in ways other than overcoming deficiencies in diet?

   Much ______ Medium ______ Little ______ None ______ No Opinion ______

9. If you have had a Title I hot lunch program in your school this year, please comment on the following:

   a. Most beneficial aspects: ______________________________

   ____

   b. Least beneficial aspects: ______________________________

   ____

   c. Suggestions for improvement: ______________________________

   ____

   d. Other comments (if any) including any problems encountered and/or detrimental effects:

   ____

   ____

e. How much value, if any, has there been in the Title I hot lunch program in your school?

Much _____ Medium _____ Little _____ None _____ No Opinion _____

10. As a result of the additional health services provided your school under Title I this year, how much value, if any, have you noted pertaining to the following:

Check one column

	No Opinion	None	Little	Medium	Much
a. Additional nursing services in helping individual pupils					
b. Additional nursing services as a resource to teachers					
c. Additional nursing services in making home calls and conferring with parents					
d. Dental assistance provided to pupils					

11. We would appreciate receiving any comments about the additional health services provided to your school this year.

a. Most beneficial aspects: ______________________________

____

b. Least beneficial aspects: ______________________________

____

c. Suggestions for improvement: ______________________________

____

d. Other comments (if any) including any problems encountered and/ or detrimental effects:

____

____

____

12. How much value, if any, have the additional library services provided by Title I been in the following:

Check one column

	No Opinion	None	Little	Medium	Much
a. Providing flexibility in scheduling					
b. Meeting individual needs of pupils					
c. Maximum use of all instructional materials					
d. Resource personnel for teachers					

13. Please comment about the additional library services as follows:

a. Most beneficial aspects: ______________________________

____

b. Least beneficial aspects: ______________________________

____

c. Suggestions for improvement: ______________________________

____

d. Other comments (if any) including any problems encountered and/or detrimental effects:

____

____

14. If your school has had the music keyboard instruction in third grade, please give your opinion concerning its value in the following:

Check one column

	Much	Medium	Little	None	No Opinion
a. Making children acquainted with tools and symbols of music					
b. Improving children's musical skills					
c. Increasing children's interest in music					

15. Please comment on any part of the music keyboard instruction, make suggestions for improvement, and list any problems encountered and/or detrimental effects.

____

____

____

____

16. As a result of the Title I physical education program in your school this year, how much improvement, if any, have you noted in the following?

Check one column

	Much	Medium	Little	None	No Opinion
a. Children's physical fitness					
b. Better balanced program of activities					
c. Classroom teacher competence improvement					
d. Use of additional supplies					

17. We would appreciate receiving any comments about the Title I physical education assistance as follows:

a. Most beneficial aspects of the program: ____________________

____

b. Least beneficial: ____________________

____

c. Suggestions for improvement: ____________________

____

d. Other comments (if any) including any problems encountered and/or detrimental effects:

____

____

18. In the following areas what was the extent of value, if any, of the 1966 Head Start program to children who participated in it?

Check one column

	No Opinion	None	Little	Medium	Much
a. Oral language development of children					
b. Children's attitudes toward self					
c. Medical, dental, and nutrutional needs met					
d. Social and emotional readiness for school attendance					
e. Parental interest in school-related activities					

19. Please comment on any part of the 1966 Head Start Program, make suggestions for improvement, and list problems encountered and/or detrimental effects.

____

____

____

____

20. In the following areas what was the extent of value, if any, of the 1966 post kindergarten program to children who participated in it?

Check one column

	Much	Medium	Little	None	No Opinion
a. Vocabulary and communication skills development					
b. Growth in creative expression					
c. Social and attitudinal readiness for first grade experience					
d. Independent and group work habits					
e. Foundation learnings in academic areas					
f. Self image					

21. Please comment on any part of the 1966 post-kindergarten program, make suggestions for improvement, and list any problems encountered and/or detrimental effects.

____

____

____

____

____

22. As a result of the Title I reading program in your school this year, how much value, if any, do you think has resulted in the following areas?

Check one column

	No Opinion	None	Little	Medium	Much
a. Pupil's reading competence					
b. Increase in reading for enjoyment					
c. Pupil's attitudes toward reading					
d. Pupil's attitudes toward themselves					
e. Improvement in overall reading program					
f. Devising effective techniques for teaching reading					

23. Please react to the method of diagnosis and selection of pupils for corrective reading instruction (including use of a group analysis chart) advocated this year.

a. Benefits, if any: ______________________________

____

b. Problems encountered, if any: ______________________

____

c. Other comments including suggestions: ________________

____

____

24. In your opinion is the practice of organizing corrective reading groups based upon the type and severity of problem a sound practice? Yes__ No__

Comments:____

25. If you have encountered problems in implementing the corrective reading program according to the philosophy developed in the summer '66 workshop, please comment on them.

26. What are your suggestions for improving the Title I corrective reading program for next year?

27. In thinking about the overall Title I project in elementary schools this year, what programs do you feel are most in need of expansion for next year? How?

What programs are least in need of expansion for next year?____________

28. Do you feel there are organizational changes which need to be made in the administration of the Title I programs? If so,please comment.

29. Generally, what has been the extent of parent and community acceptance of Title I programs in your school?

30. Please feel free to make any additional comments on any part (s) of this year's Title I project.

QUESTIONNAIRE TO TITLE I JUNIOR HIGH SCHOOL PRINCIPALS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As you perceive the program of Title I woodworking and metals classes in your school this year:

   a. What were its most beneficial aspects?______________________________

   ____

   ____

   ____

   b. Least beneficial?____

   ____

   ____

   ____

   c. What are your suggestions, if any, for improvement?________________

   ____

   ____

   ____

   d. Other Comments, if any, including any detrimental effects observed.

   ____

   ____

   ____

   ____

2. Please rate the overall effectiveness of the Title I industrial arts classes in your school this year.

   Highly Successful________ Medium Success________ Little Success ________ No Success__________

3. As you perceive the Title I homemaking classes in your school this year:

   a. What were the most beneficial aspects?______________________________

   ____

   ____

   ____

   b. Least beneficial?____

   ____

   ____

   ____

   c. What are your suggestions, if any, for improvement?______________

   ____

   ____

   ____

   d. Other comments, if any, including any detrimental effects observed.

   ____

   ____

4. Please rate the overall effectiveness of the Title I homemaking classes in your school this year.

   Highly Successful________ Medium Success________ Little Success________ No Success__________

5. As you perceive the Title I corrective reading program in your school this year:

   a. What were its disadvantages?________________________________

   ____

   ____

   ____

   b. What were its advantages?__________________________________

   ____

   ____

6. Were problems encountered in administering the program? Please comment.

____

____

____

7. Please react to the method of diagnosis and selection of pupils for corrective reading instruction advocated this year.

____

____

____

8. Please comment on the desirability and feasibility at the junior high level of organizing corrective reading groups based upon the type and severity of reading problem.

____

____

____

9. What suggestions do you have for improving the corrective reading program's effectiveness in your school?

____

____

____

10. Please rate the overall effectiveness of the Title I corrective reading classes in your school this year.

Highly Successful ________ Medium Success ________ Little Success ________ No Success ________

QUESTIONNAIRE TO TITLE I SENIOR HIGH SCHOOL PRINCIPALS FOR EVALUATION OF THE 1966-67 TITLE I READING PROGRAM

1. As you perceive this year's Title I corrective reading program in your school:

   a. What were its advantages? ______________________________

   b. What were its disadvantages? ______________________________

2. Please comment on the method of diagnosis and selection of students for corrective reading instruction advocated this year.

3. Please comment on the desirability and feasibility at the senior high school level of organizing corrective reading groups based upon the type and severity of reading problem.

4. Were problems encountered in administering the program? Please comment.

5. What suggestions do you have for improving the corrective reading program's effectiveness in your school?

____

____

____

____

6. Other comments, if any. ____

____

____

____

____

7. Please rate the overall effectiveness of the Title I corrective reading classes in your school this year.

Highly Successful ________ Medium Success ________ Little Success ________ No Success__________

QUESTIONNAIRE TO TITLE I ELEMENTARY PHYSICAL EDUCATION TEACHERS FOR EVALUATION OF THE 1966-67 TITLE I PROJECT

1. As a result of the Title I program of physical education this year, what are the things you have noticed that indicate improvement or lack of improvement in children's physical fitness?

____

____

____

____

2. Have you noticed changes in pupils' attitudes? Positive or negative? Toward whom or what? Please comment.

____

____

____

____

3. Please list the ways, if any, that classroom teachers have improved their physical education teaching competencies as a result of Title I assistance this year.

____

____

____

____

4. As you perceive the Title I physical education program:

   a. What were its disadvantages?

   b. What were its advantages?

5. What frustrations and limitations did you encounter this year as a Title I physical education teacher?

6. What suggestions do you have for improvement of the program's effectiveness?

7. Please feel free to make any additional comments about the Title I physical education program.

School ____________________ Date ____________________

Grade ____________________ Teacher ____________________

PUPIL OPINION QUESTIONNAIRE

Directions: Read each item carefully. Check the column at the right which best describes how you feel about each statement.

	Agree Very Much	Agree A Little	Neither Agree Nor Disagree	Disagree A Little	Disagree Very Much
1. Most things about school are all right.					
2. Most of my classes are enjoyable.					
3. Pupils who do not do their daily lessons should be kept after school to do them.					
4. Most teachers are crabby.					
5. We seem to be doing the "same old things" over and over again in school.					
6. It is easy to get along with most teachers.					
7. As a rule, teachers want too much work from pupils.					
8. Going to school is too difficult and discouraging.					
9. Most of the things which the teacher does are all right.					
10. Teachers are usually too busy to talk with pupils.					
11. Teachers require too much reading.					
12. Most teachers try to force pupils to learn something.					
13. Pupils really do not learn the things in school that they want to learn.					

	Agree Very Much	Agree A Little	Neither Agree Nor Disagree	Disagree A Little	Disagree Very Much
15. Everything in school is too strict.					
16. Most pupils are afraid of their teachers.					
17. Too much of what we have to study does not make sense.					
18. It is hard to make friends in school.					
19. Pupils have to keep reading and studying the same things over and over in school.					
20. My daily school work is full of things that keep me interested.					
21. Teachers care about what is good for pupils.					
22. Teachers pick on some pupils for no reason at all.					
23. Pupils are always treated fairly in school.					
24. In most school groups, there are only one or two pupils who are important.					
25. Most pupils feel that they can trust their teacher.					
26. Teachers expect too much of pupils.					
27. School can be very boring at times.					
28. Some pupils are always making fun of other pupils in school.					
29. There is too much importance placed on grades in school.					
30. Teachers always seem to like some pupils better than others.					

Name of Pupil Grade Date Form Completed

School Person Completing Form

BEHAVIOR CHECKLIST

Directions: Read each item carefully. Check the column at the right that most accurately describes the frequency that the behavior is observed.

Behavior	Never	Rarely	Some-times	Usually	Always
1. Follows directions without difficulty.					
2. Daydreams while the lesson is being developed.					
3. Becomes discouraged easily and quits a task without finishing it.					
4. Becomes angry or upset when other children do things of which he does not approve.					
5. Talks in class without permission .					
6. Completes his assignments on time.					
7. Participates willingly in class activities.					
8. Runs in the school building.					
9. Cries or becomes angry when thwarted in group situations.					
10. Attempts to help others with school work when asked.					
11. Reads some material that is not assigned.					
12. Talks about things he has read about.					
13. The class or class members choose him to do things.					
14. Looks untidy in dress and appearance.					

Behavior	Never	Rarely	Some-times	Usually	Always
15. Starts new assignments promptly.					
16. Takes things that belong to other students.					
17. Pays attention when teacher or others are talking.					
18. Falls asleep in class.					
19. Leaves his seat without permission.					
20. Damages things that belong to others.					
21. Writes on or damages desk or school property.					
22. Contributes in class when called upon to answer questions.					
23. Does his best in school work.					
24. Misses school without good cause.					
25. Does some school work outside of class.					
26. Accepts help from other students on his school work when he needs it.					
27. Asks teacher for help with school work.					
28. Hits or pushes other children without sufficient cause.					
29. Contributes in class voluntarily during question and answer periods.					
30. Becomes angry or upset when behavior is corrected.					
31. Comes to school or class late without good reason.					

STUDENT ______________________ PERSON COMPLETING FORM ______________

SCHOOL ______________________ DATE FORM COMPLETED ______________

GRADE______________ AGE ________

CHECKLIST FOR EVALUATION OF THE TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

Description of Knowledges and Skills	Extent of Understanding or Ability			
	None	Little	Moderate	Much
1. Knows how to plan and estimate a repair job				
2. Understands the use of wood shop tools				
3. Understands the use of hand tools				

Description of Performance	Completion	
	Yes	No
1. Developed a plan for repair, improvement and care of house and yard.		
2. Estimated and computed the labor cost of house improvement.		
3. Estimated and computed the material costs of house improvement.		
4. Estimated and computed the pro rata cost of supervision and general services of an individual project.		
5. Used shop tools in maintenance and repair work.		
6. Has used hand tools in maintenance and repair work.		

Survey of Attitudes

	At Beginning of Program			At End of Program		
Toward Own House	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

	At Beginning of Program			At End of Program		
Toward Work	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

	At Beginning of Program			At End of Program		
Toward Self	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

	At Beginning of Program			At End of Program		
Toward Others	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Attendance Information

Student reported to work on time

Every Day _____ Most Of The Time _____ About Half The Time _____ Less Than Half _____ Seldom _____ Never _____

Attendance: Number of Days Present __________ Number of Days Absent _______

Anecdotal Information

Comments made by the following:

Student ____

____

____

____

____

Fellow Workers ____

____

____

____

____

Parents ____

____

____

____

____

Case History

Near end of the program, write description of the student's progress (problems, if any; performance level; changes in attitudes, if any; etc.).

Student______________________School__________________Grade_____Age_____

Form Completed By_____________________Date Form Completed_______________

CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM FOR JUNIOR HIGH SCHOOL PUPILS

DESCRIPTION	Attainment	
	YES	NO
1. Activities leading to the worthy use of leisure time		
a. Participation with some proficiency in at least 3 outdoor sports	___	___
b. Completion of at least 3 cabin activities	___	___
c. Participation in at least one evening program	___	___
d. Demonstration of ability to use time wisely without coercion	___	___
2. Experiences promoting citizenship development		
a. Planning cooperatively for outdoor and cabin activities	___	___
b. Participation in coeducational activities	___	___
c. Participation in flag ceremonies	___	___
d. Attendance at religious activities according to personal preference	___	___
e. Display of respect for camp leaders	___	___
f. Following camp regulations	___	___
g. Assuming responsibility for own conduct	___	___
3. Habits leading to health improvements		
a. Daily attention to proper grooming of hair, teeth, hands, & body	___	___
b. Keeping cabin and camp area neat, clean, and free of refuse	___	___
c. Practice of safety particularly with water activities & camp fires	___	___
d. Eating adequate balanced diet	___	___
e. Refraining from wasting food	___	___
f. Reporting accidents promptly for treatment	___	___
g. Practice of regular exercise	___	___
h. Getting adequate rest	___	___
i. Demonstration of pride and concern about personal health	___	___

ANECDOTAL INFORMATION (OPTIONAL)

Please comment briefly on the pupil's progress (or lack of progress), problems experienced (if any), evidences of change in attitude, etc. Use back of form, if needed.

TITLE I HOMEMAKING (CLOTHING) RATING SCALE

Description of Skill	Able to perform with help of adult	Performs with some skill with direction	Performs skillfully and independently
1. Fitting pattern to body measurements			
2. Marking and stitching techniques a. Darts			
b. Straight stitching			
c. Recognizing correct stitch			
d. Machine basting			
e. Gathering by machine			
f. Hemming			
g. Trimming seams			
h. Putting in a zipper			
i. Sewing on buttons, snaps, hooks, eyes			
j. Fastening stitching at ends of seams			
3. Crafts a. Knitting			
b. Embroidery			
c. Crochet			
4. Correct pressing as garment is being constructed, altered, or renovated			
5. Care of garments and linens			
6. Recognition of quality and price			
7. Opening and closing machine correctly			
8. Oiling and cleaning machine			

TITLE I HOMEMAKING (CLOTHING) RATING SCALE (CONT.)

Project Completion	Yes	No
1. Fitted and altered a pattern		
2. Purchased fabric and findings for a garment		
3. Cut out and marked a garment		
4. Satisfactorily constructed a garment		
5. Altered or renovated clothing article		
6. Completed article of table linens		
7. Installed zipper		
8. Knitted, crocheted, or embroidered an article		
9. Removed soiled spots from clothing		
10. Organized and rearranged closet or clothing storage		
11. Took inventory of clothing on hand and evaluated as to additional needs		
12. Changed needle; oiled and cleaned sewing machine		

TITLE I HOMEMAKING (FOODS) RATING SCALE

Description of Skill	Able to perform with help of adult	Performs with some skill with direction	Performs skillfully and independently
1. Measuring foods correctly			
2. Operating and caring for a. Gas range			
b. Electric range			
c. Garbage disposal			
d. Refrigerator			
3. Using new materials and equipment for cleaning			
4. Using rules for food sanitation			
5. Properly caring for dishes and table service			
6. Recognizing nutritionally balanced meals			
7. Planning daily menus for good health			
8. Making cost comparisons between basic foods			

TITLE I HOMEMAKING (FOODS) RATING SCALE (CONT.)

Projection Completion	Yes	No
1. Planned menus		
a. Breakfast		
b. Luncheon		
c. Dinner		
2. Prepared and served well-balanced		
a. Breakfast		
b. Luncheon		
c. Dinner		
3. Prepared separate food items		
a. Quick breads, biscuits, muffins, pancakes, coffee cakes		
b. Yeast breads and rolls		
c. Casserole dishes - bulger, spagetti		
d. Meat dishes - hamburger, weiners, stew, poultry, fish		
e. Cakes, pies		
f. Desserts using dry milk		
g. Candies		

EVALUATION FORM - THRESHOLD READING

I. Briefly state or indicate as directed your reactions to these aspects of the program.

A. List changes which you have observed in pupils which you feel can be attributed to the Threshold Program under each category below.

1. Approximately ______ pupils in my class made substantial progress in reading skills.

2. One measure of progress in reading is the pupil's ability to recognize independently the new vocabulary words in the basic readers. Please indicate in the range category listed below the estimated new vocabulary gain of pupils in your class.

Range (New Words)	Number of Pupils (should total class roll)
0 - 15	________
15 - 30	________
30 - 45	________
45 - 60	________
Above 60	________

3. Providing a pupil is working on his instructional reading level we can make an assumption concerning reading gain as we note the sequential progression that has been "built-in" the basic reading program. Please estimate the number of pupils that have advanced during the program from ----

PP_1 to PP_2	________
PP_2 to PP_3	________
PP_3 to Primer	________
Primer to 1st Reader	________
Completed 1st Reader	________
Other (specify)	________

4. How many pupils appeared to increase their interest and improve their attitude toward reading? __________

5. Comment briefly on changes (if any) observed in your pupils' use of library materials.

B. What additional supplies or materials should be provided in future programs of similar nature?

C. Was your program curtailed due to a lack of materials and supplies?

II. Please comment on your use of the Reading Round Table Series. Was it valuable? Pupil interest?

III. Did you use the Reading-Study Achievement Tests? Were these of value to you in planning your teaching activities?

IV. If the Threshold program is continued next year, what suggestions do you have for improving the program?

Name ______________________

School ____________________

POST-KINDERGARTEN EVALUATION SHEET

Teacher____________________________ School______________________________

Appropriateness*				Goal or Activity	Class Progress**			
1	2	3	4		1	2	3	4
				Creative picture interpretation				
				Pupil-dictated stories				
				Literature appreciation				
				Practice with meaningful language patterns				
				Building vocabulary				
				Improved articulation and enunciation				
				Acceptance of self; establishing self-worth				
				Building meaningful social relationships				
				Acceptance of errors; openness to experience				
				Non-verbal expression (art, rhythm, etc.)				
				Sharpened visual and auditory discrimination				
				Likenesses and differences in visual and oral media				
				Mathematical concepts of size, position, time				
				Successful learner behavior				
				Observation skills--generalization about environment				
				Physical coordination				
				Body development and exercise				
				Nutritional program				
				Health habits, body care				

*KEY

1 - Highly Appropriate
2 - Appropriate
3 - Relatively Inappropriate
4 - Highly Inappropriate

**KEY

Number of pupils making progress
1 - 0-4 pupils
2 - 5-7 pupils
3 - 8-12 pupils
4 - 13 or more pupils

INFORMATION FOR EVALUATION OF THE TITLE I PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN

Institution ____________________ Teacher ____________________

A. Participation data

1. Number of children who received instruction from you. __________

2. a. Describe briefly any unique or innovative features of your program that would be valuable to other school systems planning similar projects.

____

____

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b. Do you believe this innovative feature was successful? Please comment. ____________________

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3. Describe any incident of human interest that occurred in your teaching.

B. Pupil Progress

1. Describe any teacher developed tests you used to assess the progress of pupils, if applicable.

2. What evidence do you have that pupils progressed in achievement? Be specific and/or describe activities, experiences, and projects completed. (Example: Four girls progressed through 16 typing lessons; 13 boys gained woodworking skills including use of tools, knowledge of various woods, etc.)

3. Report subjective observations that show change in attitude, self-concept, etc. (Example: Six girls, began to take pride in their appearance and learned basic sewing skills; five pupils changed their minds and intend to enroll in school in August.)

4. Do you have any evidence that parents or other community members improved their attitudes relative to the worth of the pupils served? Relative to their achievement or potential to achieve? Please comment. ____________________

5. Please cite any classroom procedures which you found particularly effective in changing behavior and/or achievement of delinquent and neglected children. ____________________

6. What equipment and/or materials purchased with Title I funds were especially helpful to your effort in the program?

APPENDIX B

DESCRIPTION OF THE TEST OF MUSICAL DISCRIMINATION FOR THE PRIMARY GRADES

TEST OF MUSICAL DISCRIMINATION FOR THE PRIMARY GRADES

The over-all purpose of the test is to evaluate pupils' progress in musical discrimination, i.e., their ability to recognize and identify the organization of musical sounds, melodically, rhythmically, formally, within a musical context.

In the tests measuring rhythmic and formal understandings the musical examples are complete musical entities--they are in all cases taken from standard folksong literature and are performed with rhythm, melody, and harmony. In the case of the tests measuring melodic discrimination, the examples do not include harmony.

The function of the test is to measure aural discrimination; it is not a measure of the child's ability to interpret musical organization in relation to the traditional musical symbols. In all cases but one the worksheet pictures the musical organization by diagram rather than by standard musical notation. The one case is the last question in Test V, in this example the musical organization is represented by notes on a staff.

Except for Test V which has twelve and Test VII which has twenty, each test includes six questions. There has been no attempt to organize the individual questions, or the sections of the test, by difficulty.

TEST I: RECOGNITION OF EVEN AND UNEVEN RHYTHM PATTERNS

This test measures the child's ability to make gross discriminations regarding rhythmic movement in terms of its overall organization. The child hears a musical phrase. He is asked to determine whether the rhythmic pattern that he hears as one aspect of this musical entity is even or uneven. The test paper gives the two words above two columns of boxes. In the box to the right, under the word "Even" is a diagram representing an even rhythm, with lines of equal length, or duration. In the second box, under the word "Uneven", is a diagram representing an uneven rhythm, with lines of unequal duration. He is asked to mark the box which represents the rhythm that he hears.

TEST II: RECOGNITION OF RHYTHM PATTERNS USING SAME-LONGER AND SHORTER TONES

This test measures the child's ability to make somewhat finer discriminations regarding rhythmic movement than Test I. He is now asked to determine whether the pattern which he hears (again the sounds that he hears are a total musical entity) is made up of tones that are all the same duration, or of differing durations. The two columns of boxes are labeled "Same" "Longer and Shorter" with appropriate diagrams within each box.

TEST III: RECOGNITION OF METERS

This test measures the child's ability to recognize the organization of beat into accent groupings of twos and threes. The two columns of boxes contain diagrams which represent the two possible groupings. Column I contains a diagram representing music which moves in "Twos". Column II contains a diagram representing music which move in "Threes".

TEST IV: RECOGNITION OF MELODIC MOVEMENT IN TERMS OF UP-DOWN-SAME

This test measures the child's ability to make gross discriminations regarding melodic movement. As the child listens to a melodic fragment, (In this test there is melody only, no harmony) he is asked to indicate on his worksheet the general direction of the melody. The worksheet includes three columns, each with illustrations made up of lines going in the appropriate direction: "Up" "Down" "Same".

TEST V: RECOGNITION OF MELODIC MOVEMENT BY STEPS OR SKIPS

This test is designed to measure children's ability to make finer discriminations regarding melodic contour. He is asked now to determine not only the direction, but the kind of movement, as to whether it moves stepwise (scale-line movement) or by skips (intervals). The two columns on the child's worksheet are titled--"Steps" and "Skips". The box contains a stairstep with x's indication the appropriate movement. Again, the child hears a melodic fragment which moves in a single direction; in some cases the melody pattern is scale wise; in some cases it is made up of intervals of varying sizes.

TEST VI: RECOGNITION OF SAME AND DIFFERENT PHRASES

This test is planned to measure children's ability to make discriminations about the formal organization of music. He is asked to listen to two musical phrases. In some cases the two phrases are identical; in some cases the second phrase is distinctly different from the first. On the child's worksheet are two columns, the first marked "Same"; then the second is marked "Different". The boxes in each column contain the appropriate word; they also contain appropriate diagrams made up of letters. In the first column the letters A A appear. In the second column of boxes the letters A B appear.

TEST VII: RECOGNITION OF MUSICAL SYMBOLS

In addition to the six tests that make up the Wood-Boardman Test of Musical Discrimination, a seventh test was constructed for use with this program. This test was designed to measure a child's ability to recognize certain musical symbols that were taught at the third grade level. In this test the pupil sees certain musical symbols illustrated down the left hand column. Adjacent to these are boxes, one of which is labeled "Right" and the other "Wrong". Next to each symbol and boxes the student sees a statement, which he also hears on a tape recorder, concerning the symbol. The pupil must decide whether the statement is right or wrong and mark an X over the appropriate box.

APPENDIX C

CASE HISTORIES OF SELECTED CORRECTIVE READING PUPILS

CASE HISTORY OF W

Health and Home Background

W is a Negro male third grader, born November 6, 1958. He is the only child in the family. His father is a Quality Control Inspector at a local aircraft plant, and his mother is a Registered X-Ray Technician at a local hospital.

The subject is a light complexioned boy of normal size. This boy is completely bald; the mother says this is a nervous condition. Vision and hearing were checked by the school nurse and found to be normal. The school nurse stated that W does have bad teeth and that they need attention.

The family lives in a rather small house in an area where most of the yards are neat and well-kept, and the houses are in good repair. The parents have expressed interest in the child getting a "good" education, and they seem to encourage the boy to do his school work.

Background of School Achievement and Adjustment

The subject has attended his present school since kindergarten. In first grade he worked on grade level except in spelling which was not evaluated. In second grade he made two B's and the remainder of the grades were C's. His teacher in third grade says he is making all C's except a B in arithmetic. The classroom teacher has recommended that W take reading this summer.

Results of the California Test of Mental Maturity and the Stanford-Binet given in third grade indicated that W was of average ability. The Iowa Tests of Basic Skills given in the third grade indicated that he was in the lowest quartile in the composites. Vocabulary subscore on the ITBS given in October, 1966, was in the lowest quartile and the Reading subscore was in the second quartile.

School records show that in first grade W read with the first group and completed book I. In grade two he was in the first group and did complete "Come Along", book 2^{1}. At the end of third grade his teacher says he will complete "Along Friendly Roads", book 3^{2}.

The teachers in first and second grades said he was a good worker. According to his third grade teacher, at the beginning of the school year he had to stay in because he would not finish his work. He does complete his work now even though it may not be too accurate.

It seems habits and attitudes are poor; he makes noises and bothers others; in fact he has to sit by the teacher's desk so he will be quiet. He always denies doing anything wrong. It seems the mother is over-protective and feels W is not involved when many times apparently he has started the trouble.

His teacher said that when W came back after Christmas vacation, he had forgotten many of his sounds in words. He does fairly well when there is continuous work on his lessons. Concerning his academic work, he seemed uninterested. It seems he does like music; however, the classroom teacher feels that recess is his chief interest.

Children tease him outside of class because of his baldness, and this is causing him to want to wear his cap in the house. The classroom teacher feels his problems are intensified by the mother always upholding the boy.

Progress During 1966-67

As a result of diagnosis of his problem in reading, W was placed in a corrective reading class last fall. Using the diagnostic procedures advocated by Silvaroli, it was determined that his reading instructional level was about first grade while his independent reading level was about primer level. The frustration level was grade two. When W was asked to read materials at third grade level, frustration was apparent.

At the beginning of his corrective reading class experience, both the regular classroom teacher and the corrective reading teacher observed that W was not interested in reading and lacked self-confidence.

In evaluating the boy's progress this year, W's corrective reading teacher reported that his reading instructional level is now grade two. He is now reading books of about first grade level independently. His frustration level is grade three. His corrective reading teacher says he has the bad habit of laughing and that he needs to improve listening habits and pay attention to instructions.

Spring ITBS results revealed that W's vocabulary grade equivalent score was 32 (35%ile). His reading grade equivalent score was 22 (9%ile). Considering that W is of average ability, he is over one year retarded in his reading, but progress has been made this year. It appears that he will profit from being placed in a corrective reading class next year.

CASE HISTORY OF X

Health and Home Background

X is a fourth grader, born October 27, 1957, a male Caucasian, and is the oldest child of three children. His father unloads trucks for a local vegetable and produce company. He leaves home early in the morning and works long hours. The mother is a housewife. X has a younger sister who is six and a younger brother who is three.

The subject is of normal size for his age although he appears somewhat heavy. There is no evidence of poor physical health. He seems somewhat sluggish, inattentive and stubborn. His poor personality adjustment contributes to his dislike of school and rejection by peers.

X's family owns an apartment house. The grandparents live in an upstairs apartment. Another couple with a small child rents the other upstairs apartment. X's family have the entire downstairs. It has two bedrooms. X shares his bedroom with his sister and brother.

Background of School Achievement and Adjustment

The subject has attended his present school throughout his school life, entering in kindergarten at age 5-11. Examination of school records reveals that his reports have shown lack of interest, need for improvement, and little visual and auditory discrimination ability from kindergarten until this school year. His recorded grades are "C's" and below.

Result of the California Test of Mental Maturity in second grade shows a 75%ile. On the Iowa Test of Basic Skills in Grade 3, the percentile rank was 31, and the grade 4 rank was 2%ile. Vocabulary and Reading on the ITBS indicated a retardation of .3 to 1.8 years.

The subject's inability to succeed in first grade was probably a large factor in his development of a negative behavioral pattern and vice versa. Many checks for the need for improvement in reading readiness were recorded, even in kindergarten. The school psychologist saw X at various times, and he repeatedly appeared disinterested, stubborn, and unhappy. He appeared to lack interest in any academic area.

The subject's mother reported to reading teacher (Oct. 27) that ".... was not aware that X was low in reading or that he is rebellious....she sensed a sort of rebellion at home .... husband has perfect control of him .... parents always discuss result of conferences ...."

Progress During 1966-67

As a result of diagnosis of the subject's under achievement in reading, he was placed in corrective reading class early in the fall of 1966. Using the diagnostic procedures advocated by Silvaroli, it was determined that his reading instructional level was about 1st grade while his independent reading level was about preprimer. When X was asked to read material at high second grade level, frustration was apparent. Lack of interest and little self-confidence have been characteristics of the content of the notes by his teachers throughout his school life. It was decided to use a variety of reading material. As a result of more individual help, continued praise and encouragement, success, self-confidence in attacking words and interest in reading were attained. Reading has improved and he appears to enjoy and choose many books to read now. Reading interest has widened to include sciences and adventure.

In evaluating the subject's progress this year, the corrective reading teacher reported that his reading instructional level was now at fifth grade level which is indicative of a 4 year growth in reading. He is now reading books at about fourth grade level independently. He probably finds third grade books more enjoyable. The corrective reading teacher and the counselor felt that the ITBS test scores were not reliable due to X's disinterest and his use of the "guess" system of answering. Spring ITBS grade equivalent scores were 43 for vocabulary (39%ile) and 39 for reading (29%ile).

Considering that the subject is of average ability, and that little reading retardation is now present, he will be phased out of next year's corrective reading program. Progress in reading has been reported by the regular teacher as well as the corrective reading teacher. The regular teacher reports that X wants to read all the time. Without needed extra attention, there may be reversals, but the future for X looks brighter than before, for he appears interested in independent reading.

CASE HISTORY OF Y

Health and Home Background

The subject was born December 19, 1956 and is presently in the fifth grade. He is the second oldest in a Negro family of 3 boys and 5 girls. His father is a butcher with a tenth grade education working at a local packing plant. The mother is a housewife with a tenth grade education.

The subject's birth was normal, and there have been no serious illnesses or cases of high temperature. His hearing and vision have been tested to be normal by screening done at schools. At the present time he appears to be of normal physical health and fairly normal physical size for his age group.

The family home is located in a low-socio-economic area where many houses show signs of neglect. There is quite a lot of junk and trash accumulated in the yard which gives the house an even shabbier appearance than it really deserves.

The mother indicated that the subject really likes school and becomes very upset when he is unable to attend. "He likes the reading program real fine. He is always looking for something to read and make a report. I don't know if he hands the material in or not, but he sure is interested in reading," the mother stated. The mother went on to say that they, as parents, did very little to encourage an interest in reading. "We don't listen to him read or anything like that, but he's always reading something."

Background of School Achievement and Adjustment

All of the subject's school experience has been in the Wichita System. He has attended two different elementary schools. His grades were near or just a little below average during the first and second grade with the second being the poorest. Since this time his grades have been mostly C's with an occasional B and one D in spelling in grade four. His reading grades have always been at the C level. He has received B's in spelling and social studies.

The California Test of Mental Maturity results at the second grade level indicate that the subject had average ability. He was absent during the time the CTMM was administered during the fifth grade. The Iowa Test of Basic Skills given at the third and fourth grade levels indicated that he ranked near the bottom with composite percentiles of 1 and 7 respectively.

Vocabulary and reading subscores on the ITBS given in the fall of 1966 indicated that he was retarded approximately 1.5 years.

A conference with the subject's teacher provided the following information. "The subject is a very quiet pupil with a good attitude toward his work and other children. He has never caused any problems in the classroom. He is what you would call a 'follower' and not a leader. He is an average pupil and puts forth a good deal of effort to complete what he is told to do."

Progress During 1966-67

The subject entered the corrective reading program on September 19, 1966. At that time, according to the Silvaroli Inventory, his instructional level in word recognition was the primer level. He reached frustration at the fourth grade level. In comprehension, the inventory showed that his instructional level was fourth grade.

The subject was retested March 17, 1967. He had made considerable progress in his word recognition skills. He was instructed at the fifth grade level in comprehension skills.

A good attitude toward reading was displayed by the subject when he entered the program. He has maintained this attitude throughout the year and has been a cooperative and well behaved pupil. He enjoys reading and discussing the material he has read.

Spring ITBS results revealed that the subject's vocabulary grade equivalent score was 53 (40%ile). His reading score was 50(32%ile). The subject's improvement and his good attitude indicate that he has gained and probably will continue gaining in his reading development and growth.

CASE HISTORY OF Z

Health and Home Background

Z is a sixth grader, born November 9, 1954, female Caucasion, and the youngest of five children. Two older brothers are no longer in the home, and two older sisters are in high school. Her father is a self-employed junk hauler. The family lives in a small house on the sight of the salvage yard on a rural site outside of the city limits. The mother and father have a limited education (perhaps less than eighth grade) which has never been formally reported on school records.

Z is a quiet, frail-looking ash blond who is small for her age. She is usually neat and clean, though inexpensively dressed. She is sombre and serious most of the time, but flashes a wide smile when the occasion demands. Her health record indicates normal hearing and vision but continued serious need for dental attention. This has been secured from the county dental clinic at the insistence of the school nurse.

Background of School Achievement and Adjustment

Z has attended the public schools in a suburban rural area of Wichita. She did not attend kindergarten (not available), repeated first grade, was passed on to second grade with N marks (Needs to Improve) in all subject areas except writing, art, and music which were rated satisfactory. In basic subjects she has had near-failing grades every year. Work-skills and personal-social-growth have been satisfactory at all times until the fifth grade when work-skills dropped to "Inadequate Growth". She now is in the sixth grade, and will be sent on to junior high school with failing and near-failing grades. She will not be retained in sixth grade because she has already repeated one grade.

Intelligence test records are as follows:

03/62...Grade One.....OTIS...........................IQ 83
10/63...Grade Two.....BINET..........................IQ 84
10/64...Grade Four....WISC.........Verbal Scale.......IQ 85
Performance Scale.......IQ 89
Full Scale.......IQ 85
01/66...Grade Five....CTMM...........................IQ 83

The Binet indicated a weakness in vocabulary two years below C.A. and strengths in visual imagery and auditory memory. The WISC a year later indicated vocabulary to be only very slightly below C.A. The Coding score was very low, and this subtest is supposed to be the most predictive of success in learning to read.

Achievement tests have been considered unreliable because Z random marks. Her scores usually are considerably higher than her classroom achievement indicates. The ITBS given in October, 1966 showed: Vocabulary 52 G.E., 30 Percentile, and Reading 35 G.E., 04 Percentile. As stated before, these scores are considered too high to be realistic.

Z has never been a "problem" in the classroom. She has been quiet and agreeable, very undemanding of individual attention. Her attendance has been very good throughout her school history.

Progress During 1966-67

Z was placed in a remedial reading class in October. The Silvaroli diagnosis gave an independent reading level of pre-primer, an instructional level of primer, and a frustrational level of first Reader. Z has worked diligently, though it has been a slow process. She now measures (by Silvaroli) on word recognition independent at primer level, instructional at first through third, and frustration at fourth grade levels, although she is measured as independent through the fourth grade level as to comprehension. Spring ITBS results revealed a vocabulary grade equivalent score of 35 (4%ile) and a reading score 39 (4%ile).

Z's interest is now such that she has insisted upon attending reading classes during the summer months. She lives about one and a half miles from the school and there will be no bus transportation such as she is accustomed to having during the winter term. She has secured her father's cooperation in getting a bicycle so that she might ride it to reading class.

Keeping with the instructional program is important to Z because she has so little opportunity in her home to get reading material or assistance. She seems to have poor ability to retain that which she learns one year so that she may move ahead from there the next year. Instead, she must start at the beginning again. Z is going to need special reading help for several years. It is hoped that this will continue to be available to her at junior high school next year. Upon this factor will likely depend the true long-term success of the special reading program for Z.